

2011/2013
GRADUATE CATALOG



ST. JOSEPH'S COLLEGE

BROOKLYN CAMPUS
LONG ISLAND CAMPUS

St. Joseph's College

2011 - 2013

Graduate Catalogue

Brooklyn Campus
245 Clinton Avenue
Brooklyn, New York 11205-3688
718.940.5800

Long Island Campus
155 West Roe Boulevard
Patchogue, New York 11772-2325
631.687.5100

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Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with all applicable federal, state, and local statutes or regulations. Inquiries regarding this policy should be addressed to Compliance Coordinator, St. Joseph's College, 245 Clinton Avenue, Brooklyn, NY 11205-3688.

THE COLLEGE

MISSION AND GOALS OF ST. JOSEPH'S COLLEGE

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service – a life that is worthy of the College's motto, *Esse non videri* – “To be, not to seem.”

Independent and co-educational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems and responsible self-direction;
- to foster committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide for the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Suffolk Campuses.

THE GRADUATE PROGRAMS

St. Joseph's College has shown a strong commitment to graduate education since the first master's degree program was accredited in 1995, the M.A. in Infant Toddler Early Childhood Special Education. Today, St. Joseph's offers many master's degrees in Education, Human Services Leadership, Management, and Nursing. All are grounded in the mission and goals of St. Joseph's College and all emphasize an orientation to lifelong learning and professional development. Offered in a collaborative and collegial environment, these graduate degree programs continue a tradition of small class sizes, individualized attention and support, as well as resting on a strong educational and technological foundation. The faculty are leaders in their professional fields, with notable academic credentials to support their individual programs.

HISTORY

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional charter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed.

Under the visionary leadership of Msgr. Dillon, the College placed great emphasis on the holistic development of each student, encouraging personal independence and integrity. This student-centered culture has continued to characterize the College. Academically, the College pioneered in the study of child development, and in 1934 opened a laboratory pre-school, now the renowned Dillon Child Study Center.

With a reputation for strong academic programs and a faculty dedicated to excellence in teaching, the College undertook its first extensive building program during the presidency of Sr. Vincent Therese Tuohy. McEntegart Hall Library opened in 1965 and the Dillon Child Study Center in 1968.

S. George Aquin O'Connor's presidency, 1969-1997, coincided with a period of radical change in higher education. To meet new societal needs, the College admitted men to full matriculation, developed the Long Island Campus in Patchogue, created the School of Professional and Graduate Studies for adult students, introduced undergraduate programs in Accounting, Business, Nursing, health professions, and a Master's program in Child Study. In support of these academic programs, Callahan Library was constructed on the Long Island Campus in 1988. For the enrichment of student life, the Danzi Athletic Center opened on the Suffolk Campus in 1997.

S. Elizabeth Hill, MA, JD, elected President in 1997, has emphasized the importance of both continuity and change. Undergraduate programs continue to grow even as the College has introduced new master's programs in Management, Executive MBA, Literacy, Nursing, Special Education and Human Services. Reflecting the technological world in which we live, all College classrooms are now smart classrooms, equipped with the latest technological support. All buildings are wired, and the two campuses are connected with video-conferencing, enabling a number of small advanced courses to be taught simultaneously on both campuses. The Business and Technology Center opened on the Suffolk Campus in 2001. The purchase of the St. Angela Hall property in 2001 made possible major renovations in the landmark-status buildings on the Brooklyn Campus.

At ninety-five years, the College looks back on a history of innovation and adaptability to changing circumstances and needs. The College has grown from its roots in Brooklyn, with its first graduating class of twelve students to two campuses and an enrollment of over 5400 students and twenty-two thousand alumni. The College looks forward to celebrating the one hundredth anniversary of its founding with renewed dedication to transforming lives, one student at a time.

LOCATION

St. Joseph's College has two campuses: the main campus is located in the residential Clinton Hill section of Brooklyn and the Suffolk branch campus is located in Patchogue.

The Main Campus: St. Joseph's College, as an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island.

The Long Island Campus: The Long Island Campus of St. Joseph's College is located in Patchogue at 155 West Roe Boulevard. It is bounded on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway (Exit 52) and from central and northern Long Island via Veteran's Highway, Patchogue-Holbrook Road, Nicolls Road or Route 112.

FACILITIES

BROOKLYN CAMPUS

The Administration Building – Tuohy Hall

Named in memory of a late President of the College, the Administration building contains classrooms, an auditorium, computer facilities, student government offices, student lounges, the gymnasium, the fitness center, and administrative offices. The chemistry and physics laboratories and the art studio are on the third floor.

Burns Hall

This beautiful Federal-style building contains formal parlors, a formal dining room, a chapel, the Admissions Offices, student lounge and kitchen, and the biology instructional and research laboratories.

St. Joseph's Hall

This five-story building houses the Office of Institutional Advancement, the Alumni Office, several academic department offices, and the Psychology Laboratory. The beautiful Bloodgood Garden, located behind St. Joseph's Hall, provides space for alumni reunions, student gatherings, and receptions.

Lorenzo Hall

Lorenzo Hall, located at 265 Clinton Avenue, houses the administrative offices of the School of Professional and Graduate Studies.

McEntegart Hall

McEntegart Hall, a fully air-conditioned five-level structure, houses the college library, the Academic Center, a nursing education laboratory, and a video conference room. There are also five classrooms, seven computer laboratories, a chapel, cafeteria, and faculty and student lounges.

McEntegart Hall Library has a large reading area and numerous study carrels that provide an excellent environment for research. In addition, the Library maintains the St. Joseph's College Archives, a curriculum library (including centralized children's books and textbooks and two seminar rooms) and the Library Instructional Technology Center. The Library will be undergoing the first floor Renovation Project, which will add enclosed group study rooms, a Faculty Resource Center, and the Tech Deck (state of the art computer lab as well as a medium sized classroom.)

The Library's collection includes over 134,000 volumes, (including 51,000 3-books), approximately 1,800 audio-visual units, 1,812 microforms units, and over 25,800 serial subscriptions (including periodicals, newspapers and government papers.) Patrons have access to numerous full-text electronic databases. A fully automated and integrated library system, Voyager 7.0 by ExLibris Group, ensures efficient retrieval and management of library resources. Membership in ALB (Academic Libraries of Brooklyn) and METRO (Metropolitan New York Library Council) gives students access to libraries throughout the city and provides resource sharing on a regional basis. Full membership in OCLC (Online Computer Library Center), allows limitless access to all types of resources. The Library provides reference and instruction services to all patrons which include instant messenger chat, email, and in-person references. The Library's website (<http://mcentegart.sjcnj.edu>) provides constantly updated information to library patrons.

St. Angela Hall

This former elementary and high school was acquired in 2001 and contains 16 classrooms, the ACES Center, the Office of Campus Ministry, some faculty offices, an auditorium, conference room and lounge.

Dillon Child Study Center

This Center, an enduring memorial to Monsignor William T. Dillon, late President of the College and founder of the Child Study Department and its Laboratory Preschool, opened in 1968.

The first floor of the Dillon Center contains the offices of the Director, the school nurse, staff offices and a conference room. The Center's preschool inclusion class with observation room, a mixed three and four year old classroom, and a multi-purpose room are also located on the first floor. Two preschool classrooms and Kindergarten room, each with its own observation booth, are located on the second floor, as well as staff offices with additional rooms for therapy, computer and library resources. These facilities make possible increased service to the community.

The Center provides for an enrollment of approximately 100 preschool children. The Center also facilitates the growth of auxiliary programs and inter-institutional cooperation with nursing schools, colleges, and other educational agencies.

The Outdoor Theatre

Overlooking the Mall is the Molloy Memorial Outdoor Theatre.

LONG ISLAND CAMPUS

O'Connor Hall

The main building which was named O'Connor Hall in 1997 in honor of S. George Aquin O'Connor, contains:

Administrative and Faculty Offices
Classrooms and Computer Centers
Biology, Chemistry, Physics and
Psychology Laboratories
Nursing Department Laboratory
Art Studios and Music Room

Local History Center
Faculty and Student Lounges
Office for Counseling
Cafeteria
Auditorium and Chapel

Callahan Library

The Callahan Library at the Long Island Campus is a modern 25,000 sq. ft., freestanding facility with seating for more than 300 and access to over 50 computers. A curriculum library, computer labs, three classrooms, seminar rooms, administrative offices, and a video conference room are housed in this building. Holdings include over 170,000 volumes, DVDs, videos and other instructional aids as well as over 600 online and print journals. Membership in the international bibliographic utility, OCLC (Online Computer Library Center), allows almost limitless access to available information. The hours of library service are adjusted to meet student need and are posted in the lobby as well as the library website.

Off-campus resources include the McEntegart Hall Library at St. Joseph's Brooklyn Campus with over 134,000 volumes (including 51,000 e-books), 1,800 audio-visual units, 1,800 microforms units, and over 25,800 serial subscriptions. Callahan's memberships in both the Long Island Library Resources Council and Suffolk County Library Association facilitate cooperative relationships with other academic and special libraries on Long Island. The Library provides reference and instruction services to all patrons, with email, phone and in-person references. The Library's website (<http://callahan.sjcny.edu>) provides constantly updated information to library patrons.

Business and Technology Center

The Business and Technology Center, opened in Fall 2002, contains over 150 state of the art computer workstations and flat monitors. "Smart classroom" technologies including internet access, DVD, VCR, projection systems and whiteboards have been installed in every new classroom and computer lab. A wireless "model classroom" offers emerging technologies in a flexible classroom environment. Videoconferencing facilities connect the two campuses, allowing for real-time distance learning in a small group setting.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

Clare Rose Repertory Theatre

The Clare Rose Repertory Theatre is an integral part of the development of St. Joseph's College and serves as a major teaching facility for the College's theatre courses, as well as the performance space for the College and local theatre productions

Academic Center

A multi-story Academic Center has been created in the area formerly used as a gymnasium. This building contains eight classrooms, student lounges and office space, and a large meeting room.

John A. Danzi Recreation/Fitness Center

The John A. Danzi Recreation/Fitness Center opened in Spring 1997. It includes a competition size swimming pool, aerobics studio, strength training room, fitness room, 12,000 square foot gymnasium and an elevated track.

A 24 acre Athletic Complex, including a soccer/lacrosse stadium, baseball and softball fields, a running track and a field house was opened in 2011-12.

In addition, the Campus features parking facilities for more than 900 cars. This beautiful suburban setting provides a unique background for a satisfying intellectual, social, and extra-curricular collegiate experience.

COMPUTER FACILITIES

A high-speed fiber optic intra-campus network connects all offices, instructional facilities, computer laboratories and libraries on both the Brooklyn and Patchogue campuses. The network provides Internet access to all students, faculty and staff.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

All classrooms are smart classrooms, which offer internet access, DVD, VCR, projection systems, and whiteboards. Two wireless laptop classrooms with "smart classroom" features provide flexible instruction spaces with the latest technologies. Videoconferencing facilities connect the two campuses, allowing for real-time distance learning in a small group setting. Wireless access for students is available in the library, lounges, cafeteria, and other common areas.

ACCREDITATIONS AND MEMBERSHIPS

Accreditation

The following accredits the College:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College's nursing programs are accredited by:
National League for Nursing Accrediting Commission
3343 Peachtree Road, NE, Suite 850
Atlanta, Georgia 30326
(404) 975-5000 Fax (404) 975-5020 www.nlnac.org

The College's teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities, Childhood: Disabilities, Infant/Toddler Early Childhood Special Education (Long Island Campus only); and Adolescence Education: Biology, Chemistry (Brooklyn campus only), English, Mathematics, Social Studies, and Spanish) are accredited by the New York State Board of Regents (RATE).

New York State Education Department
5N Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
(518) 474-5851

NYACTE (New York Association for Colleges with Teacher Education)
President Kate DaBoll-Lavoie
Chair, Department of Inclusive Childhood Education
Nazareth College
4245 East Avenue
Rochester, NY 14618
585 389-2618
Kdabol9@naz.edu

The College's programs are approved by the New York State Education Department for the training of veterans.

Memberships

The College is a member of many associations, including the following:

- American Council on Education
- Association of American Colleges and Universities
- College Entrance Examination Board
- Commission on Independent Colleges and Universities, State of New York
- Council for Adult and Experiential Learning
- Long Island Regional Advisory Council on Higher Education
- National Association of College and University Business Officers
- National League for Nursing
- Servicemembers Opportunity Colleges

ACADEMIC CALENDAR

Classes for the academic year 2011-2012 will begin on September 7, 2011, and for 2012-2013, classes will begin on September 4, 2012. To accommodate the needs of the adult population, courses are scheduled in varying patterns – days, evenings, and weekends – including fourteen weekday sessions, and six-week and twelve-week sessions. These are available for Fall and Spring semesters, with a variation of the pattern during the Summer and for the Long Island Campus Weekend College Trimester Program. Students should consult Web Advisor for a schedule of classes each semester for specific class meeting times and dates.

ADMISSION AND FINANCES

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national and ethnic origin, age, handicap, or marital status in its educational programs, admission policies, and employment policies, financial aid, or other school administered programs. This policy is implemented in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

ADMISSION REQUIREMENTS

An applicant wishing to pursue a graduate degree or certificate program at St. Joseph's College must be an adult with a bachelor's degree and be deemed capable of completing the requirements for the degree or certificate. Additional requirements for majors and certificate programs are indicated in the *Curricular Offerings* section of the catalogue.

APPLICATION PROCEDURE

See Curricular Offerings Section

INTERNATIONAL STUDENTS

Registration at St. Joseph's College is contingent upon admission to the college and acquisition of a valid student visa (F1) from the United States Immigration and Naturalization Service. For further information contact the Office of International Student Services at (718) 940-5830, or visit our website at www.sjcny.edu.

HEALTH INSURANCE

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of greater or equal value, the St. Joseph's College insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the St. Joseph's College website at www.sjcnj.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

Students who were part-time in the Fall semester and full-time in the Spring semester: these student will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limited provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

St. Joseph's College **Graduate Programs**

Statement of Costs for Academic Year 2011-2013

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case refundable.

If a bank refuses a check for insufficient funds, a \$25 fee will be added to the total bill. (For extension agreement, contact the Business Office located on the first floor of Tuohy Hall 245 Building, Room 111, of the Brooklyn Campus, or O'Connor Hall, 2nd Floor, for the Long Island Campus.

Graduate Tuition and Fees

Tuition (Effective Summer)		\$675 per credit
College Fee	- 1 to 7 credits	13 per credit
	- 8 or more credits	96 per semester
Technology Fee	- up to 7 credits	40 per semester
	- 8 or more credits	75 per semester
Mandated accident insurance		7.50 per semester

Non-matriculated students – see above.

Total tuition charges and fees must be paid at registration.

Application Fee: A remittance of \$25 is payable when the application for admission is filed. The application fee is a service and is in no case refundable.

Special Fees

Laboratory Fee		\$20 - \$150
(Art, Bio, Chem., Physics, Psychology, and Nursing: consult course listing for specific fee)		
Graduation Fee (not including cap and gown)		\$125
Certificate Fee (per certificate at completion)		\$10
Late Registration Fee*		\$25
Make-up Examination Fee		\$25
Make-up Examination Late Fee		\$10
Change of Academic Program Fee (Add/Drop each form)*		\$20
Transcript Fee		\$ 5
Identification Card Fee	First ID free, replacement costs	\$15
Fee for checks returned by bank		\$25
Tuition Extension Fee		\$25 - 100
Malpractice fee (Nursing Program)		additional fees may apply
Psychology Insurance fee		\$35
(PSY 370, PSY 400 Long Island only)		
Parking Fees	Long Island Campus only	\$ 5 per semester
	Brooklyn Campus (Optional: payment does not guarantee a spot)	
	one course	\$15
	two courses	\$30
	three or more courses	\$40

Note: In addition to the \$25.00 non-refundable application fee, students must make a non-refundable tuition deposit at the time of registration. For full-time students a fee of \$250 is due, and for part-time students a fee of \$80 is due.

**Payable after the first class session*

TUITION POLICY

Students accepted for admission must make a tuition deposit at the time of registration. Full time students (12 or more credits a semester) pay \$250; part-time students pay \$80. (These amounts include a \$5.00 I.D. Card Fee.) The deposit is not refundable, but it will be credited toward the first term's tuition. In certain instances, the non-refundable tuition deposit paid by a first semester student may be applied to the next semester. A student's bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable Financial Aid, Grants, or Scholarships for that semester. Scholarships or Student Aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes "Clearance" by the Business Office. The Business Office must clear bills for the semester before students may attend class. Students who do not receive financial clearance from the Business Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied. St. Joseph's College makes available several tuition financing options through tuition deferment programs. The two monthly budgeting programs the College offers are The Tuition Management System and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Business Office. Additional information may be received by calling AMS at 1(800) 635-0120 and The Tuition Plan at 1 (800) 722-4867.

Students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management System or Academic Management Services) will have their account automatically default to St. Joseph's College Tuition Extension Agreement. Unlike the other two deferment programs, under the St. Joseph's College Tuition Agreement, a finance charge will be assessed. Questions regarding the College's tuition policy should be addressed to the Bursar (Brooklyn Campus at (718) 940-5606 or Long Island Campus at (631) 687-4555.)

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Withdrawal from the College may entitle a student to a refund of tuition, but not of fees. The date of withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar. See *Curricular Offerings* Section for additional information on withdrawing from a course or the College.

The percentage of refund will be determined according to the following schedule:

Weeks (Fourteen-week)

<u>Withdrawal Effective</u>	<u>% of Refund</u>
Prior to First Class Meeting	100%
After First and After Second Class Meeting	80%
After Third Class Meeting	60%
After Fourth Class Meeting	40%
After Fifth Class Meeting	20%
After Sixth Class Meeting	0%

Every Other Week Classes

<u>Withdrawal Effective</u>	<u>% of Refund</u>
Prior to the First Class Meeting	100%
After First Class Meeting	80%
After Second Class Meeting	60%
After Third Class Meeting	20%
After Fourth Class Meeting	0%

The rate of refund for any unique class scheduling configuration is pro-rated according to the above refund schedule.

This schedule does not apply to the tuition deposit required of first time students. This deposit is non-refundable. In the absence of written notification, the Dean determines the date of withdrawal. Refunds of financial aid awards, student loans, etc., are not refundable until the College has received the actual funds and the student's eligibility for the funds has been determined.

Federal Title IV recipients should see the Return of Title IV Funds Section of this catalogue.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College's refund policy may submit a written appeal for special consideration to the Controller, Matthew Brellis. The Controller's decision is subject to appeal to the Chief Financial Officer, John C. Roth.

In order to initiate a request for a refund, a student must complete a Refund Application Form at the Business Office, or apply by mailing a written request bearing the student's signature to the Business Office after the fifth (5) calendar week into the semester.

It is necessary to allow for a minimum of 10 business days for processing the refund application and for preparing the refund check, which may be picked up at the Business Office or, upon request, may be mailed to the student.

AWARDING OF DEGREES AND GRADUATION

Graduation exercises are held annually in June. Degrees, however, are granted three times a year (August, January, June). August and January graduates may elect to receive their diplomas in February or wait until commencement.

Students who require proof of graduation prior to commencement may request a letter of completion and/or transcript from the Registrar.

Students who miss the deadline for graduation application will not receive diplomas until two months after the date of graduation.

Any change in program stated on the graduation application must be brought to the attention of the Registrar.

FINANCIAL AID

APPLICATION PROCEDURES

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph's College as a recipient. The student will be asked to enter the appropriate St. Joseph's College federal school code.
 - Brooklyn Campus: 002825
 - Long Island Campus: E00505

The FAFSA may be completed online at www.fafsa.gov, or a paper FAFSA may be completed and mailed in to the Federal Student Aid Processor.

2. If the student's FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary corrections must be made before payment of awards can be disbursed.
3. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Summer entering students:	February 25
Fall entering students:	March 15
Spring entering students:	November 1
Continuing students:	April 30

Requirements and Responsibilities of Student Aid Recipients

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalogue. Recipients of St. Joseph's College scholarships and grants should consult the St. Joseph's College Financial Aid Programs section of this catalogue. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalogue.

Students must notify the Office of Financial Aid in writing of the amounts

and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

**St. Joseph's College
Graduate Program
2011-2013
Student Expenses**

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph's College. All costs are subject to change.

St. Joseph's College Graduate Program 2011-13 Student Expenses

Institutional Costs

Tuition		\$675 per credit
College Fee	(1 – 7 credits)	\$13 per credit
	(8 – 11 credits)	\$96 per semester
Mandated Accident Insurance		\$7.50 per semester
Technology fee	(1 – 7 credits)	\$40 per semester
	(8 – 11 credits)	\$75 per semester

Non-Institutional Costs (estimated)

Books and Supplies	\$250 per semester
Personal Expenses	\$500 per semester
Transportation	\$1000 per semester
Independent Living Expense	\$3200 per semester

FEDERAL FINANCIAL AID PROGRAMS

To receive federal financial aid assistance, a student must: 1) have a high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards your state establishes that the Department approves, or complete a high school education in a home school setting that is treated as such under state law; 2) be working toward a degree or certificate in an eligible program; 3) be a U.S. citizen or eligible non-citizen; 4) have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau); 5) register with the Selective Service if required; 6) maintain satisfactory academic progress once in school; 7) certify that you are not in default on a federal student loan and do not owe money on a federal student grant; and 8) certify that you will use federal student aid only for educational purposes.

Satisfactory Academic Progress Policy for Federal Financial Aid Recipients

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The St. Joseph's College Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the St. Joseph's College Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.**

This Policy pertains only to applicants for federal assistance. A recipient of a St. Joseph's College institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

Satisfactory Academic Progress Requirements-

- Not exceed a maximum number of hours to complete the degree program:
Undergraduate students must not exceed 192 credits.
Graduate students must not exceed 54 credits.
Students enrolled in certificate programs must not exceed 36 credits.
- Maintain a cumulative Graduation/Retention Grade Point Average:
Undergraduate students must maintain a cumulative GPA of 2.0.
Graduate students must maintain a cumulative GPA of 3.0.
- Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at St. Joseph's College as well as courses transferred into St. Joseph's College that are applicable to a student's program.** For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

Courses/Grades Used in Determining Satisfactory Academic Progress:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the St. Joseph's College Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: "A," "B," "C," "D," or "P".

The following grades indicate a course was not successfully completed: "F", "I", "AB", "WD", "WF", "WU", "FN", "NC", or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the St. Joseph's College Transcript to be considered for purposes of financial aid eligibility.

Failure to Maintain Satisfactory Academic Progress:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid probation for the following academic semester of enrollment at St. Joseph's College. A student may receive financial aid while on probation. At the end of the probationary period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

Financial Aid Suspension:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the St. Joseph's College Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student's academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the "Remaining Hours Required for Degree Completion" form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the St. Joseph's College Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting both of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00; Graduate = 3.00); and,
2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending St. Joseph's College for the academic year **without the benefit of federal financial aid** and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SJC from an accredited institution. Transfer work must be reflected on the St. Joseph's College transcript to be considered for purposes of federal financial aid eligibility.

Withdrawal from the College (Return of Title IV Funds)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

Federal Stafford Loans

Federal Stafford Loans are awarded to undergraduate and graduate students who are enrolled at least half-time in an approved program of study. Federal Stafford Loans are either Subsidized or Unsubsidized. Subsidized loans are awarded on the basis of financial need, and the government pays the interest on subsidized loans while a student is in school, in a grace period, or in deferment. Unsubsidized loans are not based on financial need and a student is responsible for the interest from the time the loan is disbursed. A student can either pay the interest or allow it to accumulate and be capitalized. Capitalizing interest will increase the amount that a student must repay. Stafford Loans have annual and aggregate loan limits based on grade level, dependency status and level of study.

Federal Graduate/Professional PLUS Loans

Federal Graduate/Professional PLUS Loans are available to graduate students who are enrolled at least half-time (six credits per semester), and who have applied for and exhausted the annual maximum loan eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program. The annual loan limit is the student's cost of attendance minus any other aid received. A credit pre-approval is required of borrowers.

Federal Work-Study Program

The federal work-study program provides part-time employment funds for college students with financial need. Work-study positions are awarded based on financial need and availability of funds. Students earn a monthly paycheck for work performed. Please visit the Office of Financial Aid for more information.

New York State Financial Aid Programs

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.org.

Individuals with Disabilities

Students who are medically diagnosed with a physical, developmental or emotional disability may be eligible for a grant that would help cover tuition, fees and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information, or visit their website at www.vesid.nysed.gov.

ST. JOSEPH'S COLLEGE FINANCIAL AID PROGRAMS

St. Joseph's College Alumni Graduate Academic Excellence Award

St. Joseph's College graduates who completed their bachelor's degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph's College may be eligible for the one-credit St. Joseph's College Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office of Admissions for applicable conditions and procedures.

St. Joseph's College Graduate Alumni Tuition Grant

Students who earned their bachelor's degree from St. Joseph's College and who are enrolled in a Graduate Program at St. Joseph's College may be eligible to receive a three or six credit tuition grant. Students eligible for a six-credit grant are entitled to a three-credit tuition grant in the fall semester and a three-credit tuition grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

NYC Uniformed Personnel Tuition Grant

St. Joseph's College will award grants to uniformed professional and civilian members of the New York City Police Department, Fire Department of the City of New York, New York City Department of Correction and New York City Court Officers. Consult the Office of Admissions for applicable conditions and procedures.

Because this is a two-year catalogue, some information may be out of date. Students with questions concerning financial aid should contact the Office of Financial Aid at (718) 940-5700 for the Brooklyn campus and (631) 687-2600 for the Long Island Campus.

ACADEMIC LIFE

DEGREE PROGRAMS

St. Joseph's College offers the following graduate degree programs, which are registered with the New York State Education Department.

THE SCHOOL OF ARTS AND SCIENCES administers the following graduate programs:

MASTER OF ARTS in Infant/Toddler Early Childhood Special Education

The program is designed for those interested in obtaining a Master of Arts degree with certification in Early Childhood Special Education. The graduate program consists of 36 credits. Students must complete the 36 credits, which includes one semester or summer session in a full time fieldwork placement, and a Master's thesis.

MASTER OF ARTS in Literacy and Cognition (B-6, Grades 5-12, and B-12)

The Master of Arts in Literacy and Cognition addresses the literacy challenges of students in the Birth through Grade Six, as well as secondary students in the Grades 5 through 12. For those graduate students who want to understand the full range of literacy challenges, a Birth through Grade 12 certification is also available. The B-6 and Grades 5-12 programs consist of 36 credits, 12 credits of core courses and 24 credits that link literacy instruction to the New York State Learning Standards. The Birth through Grade 12 is composed of 45 credits. These part-time programs lead to three New York State certifications (B-6, Grade 5-12, and B-12).

MASTER OF ARTS in Childhood or Adolescence Special Education with an Annotation in Severe and Multiple Disabilities (Birth to age 21) was designed to fulfill the need for highly qualified New York State teachers. The program consists of 36 credits, divided into 4 leadership core courses and 8 courses in special education. By the program's end, the candidate will be eligible for the following certifications, depending upon his/her initial certification: Childhood Special Education, the New Adolescence Generalist in Special Education with extensions available in Biology, Earth Science, English, Math, Social Studies and/or Spanish.

MASTER OF ARTS in Mathematics Education

This part-time program is designed for those who possess initial certification in Mathematics. The goal of this program is to instill in teaching professionals dedication to the discipline, as well as the desire and ability to become lifelong learners. The graduate program consists of 30 credits and fulfills the degree requirement for professional certification in Mathematics.

For all Graduate degrees and certificates, a cumulative index of 3.0 is required.

SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES administers the following graduate programs:

The following 152-credit dual degree programs allow qualified undergraduate students who have been conditionally accepted to the graduate program to enroll in four graduate courses:

- DUAL BACHELOR OF SCIENCE in Accounting and MASTER OF BUSINESS ADMINISTRATION in Accounting. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.
- DUAL BACHELOR OF SCIENCE in Health Administration and MASTER OF BUSINESS ADMINISTRATION in Health Care Management.
- DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF BUSINESS ADMINISTRATION.
- DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF SCIENCE in Management with a concentration in Human Resources Management.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION. This 36-credit program allows students with acceptable work experience to apply graduate-level management and financial theory to workplace issues and problems. This degree is also offered in the distance education format.

MASTER OF BUSINESS ADMINISTRATION in Accounting. This 36-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on current issues in the healthcare field.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management with a Concentration in Health Information Systems. This 36-credit program is designed to develop students' expertise in the planning, development, and implementation of health information systems. The concentration focuses on how Health Information Systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use, and evaluation of health care information.

MASTER OF SCIENCE in Human Services Leadership. This 30-credit program provides professionals with a comprehensive experiential learning education that focuses on developing leadership competencies relevant to the human services field.

MASTER OF SCIENCE in Management. This 36-credit curriculum is designed for students who desire a concentration in a specialized area of study. It consists of a 24-credit business core plus a 12-credit concentration in Organizational Management, or Health Care Management, or Human Resources Management.

MASTER OF SCIENCE with a Major in Nursing.

This is a part-time, cohort-based program that can be completed in seven semesters of study. The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult Health (38 credits) or Nursing Education (37 credits). All students will also be required to successfully complete a comprehensive examination with a grade of B or higher to graduate. The program is registered with the New York State Education Department, Office of the Professions.

GRADUATE ADVANCED CERTIFICATES

The following advanced certificates are registered with New York State Education Department and are offered by the Office of Graduate Management Studies:

- Health Care Management (15 credits)
- Human Resources Management (15 credits) **Also available in the distance education format.**
- Management of Health Information Systems (15 credits)

For all Graduate degrees and certificates, a cumulative index of 3.0 is required.

ACADEMIC POLICIES

Repeated Courses

A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for the certificate program may request departmental approval to repeat the course.

In such cases, the Chairperson or Director may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index. The student is liable for the tuition incurred for repeated courses. (*See Curricular Offerings Section.*)

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered. Students who must be absent for an extended period of time, are urged, therefore, to contact the individual instructor or the academic advisor concerning class work, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body and recognize the personal growth, which comes through responsible freedom, the faculty has vested all members of the student body with personal responsibility for their attendance.

The faculty wishes to emphasize that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process. (*See Curricular Offerings Section* for additional information.)

Students will not be permitted to register for a class after the first class session has met.

Withdrawing from Courses

A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, only for a most unusual reason and with the approval of the Academic Dean. A fee of \$20 for each form is charged beginning the first day of class. Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course. A student who ceases to attend a course before the midpoint of the semester will be withdrawn at the end of the semester and will receive a grade of WU. A student who ceases to attend a course after the midpoint will receive a grade of FN (Failure for non-attendance). A student who is failing a course and wishes to withdraw after the midpoint will receive a grade of WF (Withdrew failing).

The time of the withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar. (*See Curricular Offerings Section.*)

Courses at Other Colleges

Students who have reason to take courses for credit at other colleges should consult with an academic advisor and file the appropriate form in the Registrar's office. The decision to allow a student to take such courses is made by the Dean in consultation with the Department Chairperson or Director. The College reserves the right to refuse permission or to limit the number of such courses.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below B. (*See Curricular Offerings Section.*)

Academic Standing

At the end of each semester the Registrar reviews the record of every student and refers to the individual departments, those who have failed to maintain an index of 3.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status. The faculty members endeavor to determine the causes of the academic difficulty and may require adjustments to the program. A cumulative index of 3.0 is required in order to remain in good academic standing and to graduate.

Students who continue to achieve below the requisite index of 3.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status may be dismissed at any point in their program at the discretion of the Academic Development Committee. Students who have been dismissed may represent to the Dean, in person or in writing, any relevant circumstances.

Changes in Concentration, Degrees, and Certificates.

(See Curricular Offerings Section.)

Change of Program

(See Curricular Offerings Section.)

GRADES AND REPORTS

Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the class mark, weighted as 60-75% of the total, and the final exam mark, weighted as 25-40%. Grades are interpreted as follows:

<u>Quality</u>	<u>Grade</u>	<u>Percentage</u>	<u>Quality Points</u>
Excellent	A	93.0-100	4.0
Excellent	A-	90.0-92.9	3.7
Good	B+	87.0-89.9	3.3
Satisfactory	B	83.0-86.9	3.0
Unsatisfactory	B-	80.0-82.9	2.7
Unsatisfactory	C+	77.0-79.9	2.3
Unsatisfactory	C	73.0-76.9	2.0
Unsatisfactory	C-	70.0-72.9	1.7
Unsatisfactory	D+	67.0-69.9	1.3
Unsatisfactory	D	63.0-66.9	1.0
Unsatisfactory	D-	60.0-62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

GRADE DESIGNATION

*WD: Withdrew without penalty

*WF: Withdrew failing

*WU: Unofficial withdrawal without penalty

*FN: Failure for non-attendance

*see Page 24 (*Academic Life: Withdrawing from Courses*)

EXAMINATIONS

Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Genuine emergency such as illness is the only excuse for absence from an examination. Documentation of the emergency may be required. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Dean, stating the reason for the absence and requesting a make-up exam. A fee of \$25 is required for each make-up examination. The date, and time, of the examination will be determined by the department. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework will be strictly enforced. An extension of time to complete coursework will be granted only when unusual, extenuating circumstances exist, **and only after consultation with the instructor**. It is the responsibility of each student to keep his or her instructor informed of reasons for late submission of coursework. After the instructor approves the student's written request for an extension of time, the instructor will sign and submit the required form to the academic department for Director or Chair approval and processing. Proof of the extenuating circumstances may be required before final approval by the Dean is granted. *(See Curricular Offerings section for incomplete coursework dates.)*

It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework to the Instructor and Director, or Associate Director, on or before the dates listed in the Curricular Offerings section.

NOTE: The dates that are included in the Curricular Offerings section will pertain regardless of whether or not Incomplete Forms have been submitted, mailed, or returned.

All coursework must be completed prior to the day of graduation.

The instructor reserves the right to reduce the grade on incomplete coursework in addition to any other reduction in grade already imposed for late submission of coursework. Failure to comply with the above procedures and timelines listed in the Curricular Offerings section will result in a student receiving a zero for the missing coursework.

Registration for the following semester will typically be restricted as follows:

- Registration will be restricted to six credits (or fewer credits depending upon other grades) for students in good academic standing with one incomplete grade in the prior semester.
- Students with more than one incomplete grade in a prior semester and students with an overall G.P.A. less than 3.0 in the preceding semester will not be permitted to register for the following semester.
- Students with incomplete grades in more than one semester will not be permitted to register in subsequent semesters without approval of the Chair or Director, and Dean. Students with a pattern of incomplete coursework (and absences from finals) may be dismissed from the program.

CONVERSION OF INCOMPLETE AND ABSENCE GRADES.

All grades submitted to the Registrar's Office with a value of I (Incomplete) or AB (Absence from final exam) or blank grades that have not been changed to a final academic grade by the instructor of the course will automatically be converted to a final grade of F one calendar year after the conclusion of the semester for which the grade was submitted. If the instructor has submitted a grade to be awarded without the missing course work that grade will then be entered on the student's transcript.

WITHDRAWAL FROM THE COLLEGE

Students who plan to withdraw from the College should consult an advisor and then submit written notification of withdrawal. All financial obligations to the College must be fully paid before students may withdraw or graduate in good standing. In addition, students who have received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See Financial Aid). It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of students whose academic record or conduct is judged unsatisfactory.

Students who have been inactive for two semesters or more should consider themselves withdrawn. If they wish to later re-enroll at the College, they will be required to be readmitted and will be subject to all the requirements and procedures in force upon their subsequent readmission.

St. Joseph's College is under no obligation to readmit students who have withdrawn from the College or who have been asked to withdraw.

PROCEDURE FOR APPEALING GRADES

1. For final grade appeals, students must initiate the process within thirty, (30) calendar days from the time that student grades are posted.
2. If a student wishes to appeal a grade, the appeal should be directed to the Director or Chair. The student will be encouraged to meet with the instructor, with the arrangements made by personnel of the department.
3. In the event that the student and the instructor do not confer, or the matter cannot be resolved through discussion, the student will contact the Director or Chair.
4. Students must submit the complaint in writing to the Director or Chair. All relevant materials should be submitted at this time.
5. The Director or Chair, in cooperation with the Registrar, will secure all tests, papers, attendance records, grade breakdowns and outlines.
6. If the challenge is straightforward, i.e., a mathematical discrepancy or a question of mathematical computation, the matter will be handled by the Director or Chair, who will inform the instructor of the need to correct the grade.
7. If the question is a qualitative one, the appropriate Director or Chair will review the matter with the faculty member. If the Director or Chair and the faculty member are in agreement about the appropriate grade, the faculty member will either change or retain the grade, and the student will be contacted.
8. If, however, the matter cannot be settled by agreement between the instructor and the Director or Chair, or if the student disagrees with the decision reached in step 7 above, the decision may be appealed to the appropriate Dean, who will seek consultation with objective parties as needed. The student may submit a copy of the written complaint to the appropriate Dean, who will meet with him/her within fifteen (15) school days or receipt of the complaint. The Dean will render a decision in writing, usually within ten (10) school days after the meeting with the student.

See Curricular Offerings for Grade Appeal Procedures for Graduate Management Studies and Nursing.

STUDENTS RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled “Family Educational Rights and Privacy Act,” or more often known simply as the Buckley Amendment, prohibits release of any material in a student’s file without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar’s Office and in the Office of the Academic Dean. Students, who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

ACADEMIC INTEGRITY

In common with all colleges and universities engaged in the search for knowledge, St. Joseph’s College is committed to high standards of academic honesty. Moreover, as a college whose motto is “Esse non videri” To be, not to seem,” St. Joseph’s has a longstanding tradition of considering integrity as a primary value. The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the college community share the responsibility for creating a climate of academic integrity, based on fairness to others and respect for oneself. Violations of academic integrity are treated very seriously. Policies and procedures for violations of academic honesty are explained in detail in the Student Handbook.

STUDENT COMPLAINTS

A student who has a complaint about an academic matter should know the procedures set forth in the Student Handbook under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

BIAS RELATED CRIMES

In compliance with Section 6436 of the Education Law, St. Joseph’s College adopts the following policies and procedures:

All actions against persons or property, which may be considered bias crimes are unequivocally prohibited at all times in any college owned or operated property, or at any college sponsored activities.

Bias crimes may be defined as any form of unlawful harassment or other harmful behavior such as assault which is based on an individual’s sex, race, national origin, disability, veteran status, or on any individual’s status in any group or class protected by applicable federal, state, or local law.

The penalties for committing such crimes will include reporting the incident to the appropriate authorities so that an independent investigation can be conducted. The College will also undertake an investigation of the incident, in keeping with the guidelines published in the Student Handbook. The procedures for dealing with bias related crimes will be the same as those outlined for grievances relating to allegations of sexual harassment and all other forms of unlawful harassment and discrimination.

The Office of Counseling will provide support services for victims of bias related crime, and will make appropriate referrals to outside agencies.

Bias related crime on college campuses occur when a lack of familiarity with people who are different, or who belong to groups that others are uncomfortable with, evolves into a hostile environment. In a college setting many young people come together and encounter people of different cultures and backgrounds for the first time. Because the students bring biases and attitudes from their past experiences, the possibility of bias related crimes must be recognized and every effort must be made to provide opportunities for open and honest dialogue and sharing.

The College provides information about security procedures through a brochure that is distributed to all incoming students and new employees, as well as frequent updates in campus newsletters and publications.

CAMPUS SAFETY STATISTICS

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. The US Department of Education web site address for campus crime statistics is:

<http://www.ed.gov/admins/lead/safety/campus.html>

The College has designated campus contacts that are authorized to provide campus crime statistics.

Long Island Contact Person:

Carmine Abbatiello, Acting Director of Security, (631) 687-2692

Brooklyn Contact Person:

Michael McGrann, Director of Security, (718) 940-5741

The College shall provide a hard copy mailed to the individual within 10 days of the request and that information will include all of the statistics that the campus is required to ascertain under Title 20 of the U.S. Code Section 1092 (f).

It is the responsibility of all students to check their St. Joseph's College email account on a regular basis and to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that students do not receive important information or correspondence.

Curricular Offerings

CHILD STUDY AND EDUCATION DEPARTMENTS MASTER'S PROGRAMS

The Child Study and Education departments of St. Joseph's College are committed to offering Master's degree programs that enhance teaching credentials as well as professional practice and performance. They provide candidates with advanced knowledge and focus on specific areas of need so that all students can achieve their potential. Each program emphasizes the ethical dimensions and dispositions of an effective teacher.

Chalk & Wire is the selected e-portfolio platform used throughout the program. Students in the Child Study and Education Departments are required to purchase an account with Chalk & Wire through the Campus bookstore.

Master of Arts Degree in Infant/Toddler Early Childhood Special Education

S. Mary Ann, Cashin, M.S., Chairperson, Child Study

S. Miriam Corr, Ed.D., Co-Director

Katherine L. Granelli, Ed.D., Co-Director

PROGRAM DESCRIPTION

Offered on the Long Island Campus, this program is designed for those interested in obtaining a Master of Arts Degree in Infant/Toddler Early Childhood Special Education and leads to initial/professional certification in Early Childhood Special Education and/or initial/professional certification in Early Childhood. This part-time program is suitable for teachers who have basic certifications in Early Childhood, Early Childhood Special Education, Childhood Education and/or Childhood Special Education, and who work or plan to work with infants, toddlers, and children in the early childhood stages of development, and who may have special developmental delays. The courses offered are appropriate for teachers who wish to continue their expertise in teaching by acquiring knowledge and developing competencies working with infants, toddlers, and young children, and their families. The program emphasizes the interrelated development of knowledge, understanding, sensitivity, and skills resulting in more effective and significant teaching and learning.

The graduate program consists of 36 credits. Some courses are three credits and some are four. Students must complete the 36 credits, which include one semester or summer session in a practicum placement and a Master's Thesis. To successfully complete the program, students must maintain a B average.

MISSION AND GOALS

The mission of the Master of Arts Program in Infant/Toddler Early Childhood Special Education, Long Island campus, is to immerse the students with greater depth in the liberal arts tradition with an emphasis on reading and writing in the area of research and thinking that will assist them to appreciate the complex interactions that characterize human development and learning in infancy and childhood. An in-depth emphasis is placed on important contemporary issues and challenges in the area of Special Education, exploring topics such as human growth and development in the context of current societal, political, and cultural influences. Graduate students are encouraged to aspire reflectively toward excellence and a commitment to foster the independence of human beings, regardless of developmental risks as well as becoming motivated consumers of research, self-motivated intellectuals, and life-long learners.

The goals of St. Joseph's College affirm the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere students are challenged to develop their potential. They are encouraged to apply developmentally appropriate practices from a deep knowledge of individual children and the context within which they develop and learn. As they construct an in-depth knowledge base, they are encouraged to use standards that are essential attributes of effective teaching and successful learning.

GOALS:

1. The graduate student understands in greater depth, the concepts, tools of inquiry and skills embedded in the curriculum of each course.
2. The graduate student understands in-depth the developmentally appropriate practices related to how children develop and learn. In addition to gaining new knowledge, they will learn to view changes in early childhood programs in response to the demand for out of home child care, and also, in recognition of the importance of educational experiences during the early years.
3. The graduate student understands how children differ in their approaches to learning and is able to create instructional and therapeutic opportunities that are adapted to diverse learners, and encourage the development of the child's critical thinking, problem solving, and performance skills.
4. The graduate student gains and uses an in-depth knowledge and understanding of the concepts of motivation and behavior as they relate to the learning environment, social interaction, active engagement in learning and self-motivation.

5. The graduate student will form an in-depth knowledge base and use of formal and informal assessment procedures. They will gain expertise in clear report writing and use assessment for curriculum planning.
6. The graduate student learns that an effective educator continually evaluates the effects of his/her choices and actions on children, families, and other professionals in the learning community.

CURRICULUM

Core Curriculum

		Credits
CS 505	Team Building and Collaborative Decision-Making: Parents and Professionals	3
CS 510	Language Development: Diversity and Disorders	3
CS 525	Health and Medical Problems: Young Children with Mild, Moderate and Severe Disabilities	3
CS 540	Advanced Research Methods	3
CS 550	Supervised Practicum and Seminar or	
CS 560	Advanced Service Seminar	3
CS 570	Social Studies Early Childhood: Methods and Materials 0-Grade 2	4
CS 575	English Language Arts: Reading/Writing Connection for Early Childhood Students with Disabilities	4
CS 580	Science, Mathematics and Technology: Curriculum, Methods and Materials for Early Childhood Students with Disabilities	4
		<u>27</u>

Specialized Courses

CS 605	Assessment: Infant/Toddler, Early Childhood Children with Special Needs	3
CS 625	Neurological Development	3
		<u>6</u>

Electives

CS 705	Play and Learning in Early Childhood for Children with Special Needs or	
CS 730	Guided Independent Study	3
Completion of a Master's Thesis	Total Credits	<u>36</u>

ADMISSION REQUIREMENTS

All applicants for admission to the Master of Arts in Infant/Toddler Early Childhood Special Education will possess a baccalaureate degree from an accredited institution of higher education with an undergraduate grade point average of 3.0. Applicants will have an undergraduate major in education or one of the liberal arts with at least one course in child development and two courses in special education.

In addition, applicants are required to possess provisional/initial/permanent certification from New York State in Early Childhood Education, Childhood Education, Early Childhood Special Education and/or Childhood Special Education.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A graduate application accompanied by a non-refundable fee of \$25.00.
2. Complete and official transcripts of all collegiate work.
3. Two completed Letter of Recommendation forms. Each recommendation should be from an academic source, preferably a teacher or academic official who is familiar with the applicant's academic history and achievement. If the applicant has been out of school for several years, recommendations can be from an employer or supervisor.
4. A current resume.
5. Copies of all teaching certificates.
6. A completed medical form. New York State Public Health Law requires all students who were born after January 1, 1957 to be immunized against measles, mumps, and rubella. Candidates will be required to submit proof of a recent physical examination including a Diphtheria-Tetanus booster and a Tuberculin Skin test.
7. A completed Meningococcal Meningitis vaccination response form as required by New York Public Health Law.

Admission Process

1. Applicants will be contacted by the Admissions Office to arrange for an interview with the program director after all relevant documents have been submitted.
2. At the time of the interview, a writing sample, the topic of which is the applicant's immediate objectives and future plans in relation to graduate study in the chosen field (minimum 250 words), will be completed.

TRANSFER OF PRIOR COURSEWORK

Matriculated students in the Graduate Program may apply to the Program Director for acceptance of up to six (6) graduate credits, with grades of B or better, from other accredited graduate programs. Acceptance will be dependent upon appropriateness of the courses to the student's program of study.

COURSE DESCRIPTIONS

CS 505 TEAM BUILDING AND COLLABORATIVE DECISION MAKING: PARENTS AND PROFESSIONALS 3 credits

The purpose of this course is to provide the communication skills required for those engaged in reciprocal relationships with families. Family centered practices, the provision of resources and supports to parents and families, and the inclusion of jointly developed family identified outcomes will be addressed in ways that are responsive to cultural, linguistic and other family characteristics. The components of team building will be practiced in classroom simulations. Students will explore their own strengths and challenges by engaging in self-assessment procedures, reflection and critiques. All of the knowledge base will be addressed in the context of legislation related to providing Infant/Toddler Early Childhood Educational Services. There are two and one half lecture hours a week during one semester; the course is offered in the fall.

CS 510 LANGUAGE DEVELOPMENT: DIVERSITY AND DISORDERS 3 credits

A study of theories of language development and an examination of the effects of language disorders as they relate to mild, moderate and severe disabilities. Discussions and lectures will focus on appropriate on-going assessment procedures as they relate to theories of cognition, perception, information processing and memory. Consideration of cultures and language development and the introduction of a second language will be addressed. Field experiences will relate to language development, assessment, and procedures for reporting data. There are two and one half lecture hours a week during one semester; the course is offered in the fall. This course requires six hours of fieldwork.

CS 525 HEALTH AND MEDICAL PROBLEMS: YOUNG CHILDREN WITH MILD, MODERATE AND SEVERE DISABILITIES 3 credits

This course will focus on the recommended practices for the delivery of service by early intervention and early childhood special educators. It provides an overview of child development principles with the consideration of factors that influence learning, behavior and independence. Attention will be given to rights to privacy, confidentiality and respect for differences in physical, health and behavioral challenges which include the range of moderate to severe with multiple disabilities. Students will access, read and engage in discussion, field experiences and research related to health and medical issues that require Special Education. Experiences are designed to teach students to be reflective and respectful of cultures and learn how culture, language and socioeconomic status influence early childhood development and practices. There are two and one half lecture hours a week during one semester; the course is offered in the spring. This course requires six hours of fieldwork.

CS 540 ADVANCED RESEARCH METHODS 3 credits

This course has two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for the work of the early interventionist and the early childhood special education teacher. It is expected that students striving to be professional in the field of early childhood will acquire the knowledge and skills necessary to distinguish between legitimate claims and conclusions of research findings and ill-founded ones. There are two and one half lecture hours a week during one semester; the course is offered in the fall.

CS 550 SUPERVISED PRACTICUM AND SEMINAR 3 credits

The seminar and practicum placement provides an opportunity for the student to apply theories of child development, both typical and atypical, apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations, family and communal contexts. Students will plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family and curricula goals and content. They will make specific adaptations for children who have learning/developmental needs or disabilities. Students will demonstrate appropriate uses of technology including adaptive and assistive technology as well as the selection of appropriate materials and equipment. During the seminar, students will reflect and engage in discussion on professional practices, analyze and evaluate field experiences, as they work with families and other professionals. There are two and one half lecture hours a week during one semester; the course is offered in the spring and summer. This course requires a full semester practicum experience.

CS 560 ADVANCED SERVICE SEMINAR 3 credits

This course is provided for students who have three or more years of teaching experience in the areas of infant/toddler early childhood special education. During the semester experience, students will explore in depth current theoretical and methodological issues and problems: social, political and cultural, as they relate to families and children receiving services in Infant/Toddler Early Childhood programs. As a way of contributing new information and expertise to the program where they are currently employed, students will conduct a needs assessment and design a staff development program for any level of staff or parents. The curricula for this staff development program would be developed from recently acquired knowledge gained in the graduate program. Skills would include: designing and conducting the needs assessment, implementing the principles of teaching and learning, the selection of appropriate instructional materials, utilization of effective communication skills and the principles of protocol and ethics. The instructional event would be designed for adult learners. There are two and one half lecture hours a week during one semester; the course is offered in the spring.

**CS 570 SOCIAL STUDIES EARLY CHILDHOOD: METHODS
AND MATERIALS 0-GRADE 2 4 credits**

This multi-focused course will emphasize the knowledge base of what young children should learn in the area of Social Studies. Current theories of social studies content that emphasize self-esteem, emotional intelligence, problem solving, and inquiry as they relate to the New York Standards are incorporated. Students will become familiar with relevant content areas such as curriculum integration, and children as researchers. Emphasis will also be on the role of differing culture, nurturing practices, communication style, attitudes of cultures toward disabilities, and how these factors affect the role of the early interventionist. Special Education Law as it pertains to the dominant role of parents, CPSE meetings and transitions, and the role of the interventionist and teacher will be explored. There are three lecture hours a week during one semester; the course is offered in the summer. This course requires five hours of fieldwork.

**CS 575 ENGLISH LANGUAGE ARTS: THE READING/WRITING
CONNECTION FOR EARLY CHILDHOOD STUDENTS
WITH DISABILITIES 4 credits**

This course will focus on the creation of developmentally appropriate activities that are theory based for Infants/Toddlers and early childhood children with diverse learning needs. The course connects with early childhood curriculum as well as the New York State Learning Standards. The course will offer fieldwork opportunities for students where they can implement meaningful hands-on experience and apply theory to practice. The course will include a survey of Literacy approaches used with students with special needs. A review of various levels of age appropriate storybooks and how to use these books with Infants/Toddlers will provide a framework for developmentally appropriate literacy practices. There are three lecture hours a week during one semester; the course is offered in the fall. This course requires five hours of fieldwork.

**CS 580 SCIENCE, MATHEMATICS AND TECHNOLOGY:
CURRICULUM, METHODS AND MATERIALS FOR EARLY
CHILDHOOD STUDENTS WITH DISABILITIES 4 credits**

This course is designed to give teachers a basis for presenting the early childhood sciences, mathematics, and technology concepts to young children with special learning needs and their parents. Concepts derived through activities involving water play, magnets, planting, cooking, food and nutrition will be included. Language-building activities and creative arts activities will be integrated as well. Bibliographies and web resources can be among the resources researched and shared by the students. Students will note the connection between the NYS Learning Standards and the curriculum as they plan and implement projects in the fieldwork environment. Concepts related to assistive technology and the adaptation of materials to meet special needs will be presented. There are three lecture hours a week during one semester; the course is offered in the spring and summer. This course requires five hours of fieldwork.

CS 605 ASSESSMENT INFANT/TODDLER EARLY
CHILDHOOD: CHILDREN WITH SPECIAL NEEDS 3 credits

In this course, students will learn to conceptualize assessment as a flexible, collaborative, decision-making, on-going process where parents and professionals are engaged to make and revise judgments and reach consensus about the medical, educational and mental health service needs of young children. Students will become familiar with various assessment instruments, test administration and the writing of clear reports. Students are encouraged to be mindful that when instruments and procedures accommodate a child's sensory response, affective and cultural characteristics, they are equitable. Emphasis will focus on linking assessment to individual program planning, instruction, services and progress. In the fieldwork placement, students will learn to rely on authentic measures of problem solving that link directly to New York State Standards and program content goals in natural settings. There are two and one half lecture hours a week during one semester; the course is offered in the spring. This course requires eight hours of fieldwork.

CS 625 NEUROLOGICAL DEVELOPMENT 3 credits

The purpose of this course is to enhance the awareness of the student to sensory motor development and neuro-behavioral organization during infancy/toddler and early childhood. Implications for learning, memory, neurological disorders, assessment and program planning will be considered. Opportunities to practice competencies in field experiences would include: the concept of role release in the transdisciplinary model, modeling, demonstrations, coaching and feedback. The use of instructional technology and the provision of assistive technology as vehicles for more effectively serving children and families will be considered. Students will learn to consider chronological age appropriateness and developmentally appropriate practices for infant/toddlers and young children when selecting types of assistive technology in assessment and intervention. There are two and one half lecture hours a week during one semester; the course is offered in the spring. This course requires eight hours of fieldwork.

**CS 705 PLAY AND LEARNING IN EARLY CHILDHOOD
FOR CHILDREN WITH SPECIAL NEEDS**

3 credits

This course will introduce students to the ways in which young children develop meaning, by providing a bridge between child development and curriculum studies. Students will learn to build play into curriculum strands as a condition for learning; they will learn the significance of creating inclusive settings that enable all children to participate actively and as independently as possible. Instructional strategies that include large muscle play and opportunities to connect the integrated nature of the children's development with learning will be modeled on site. Students will be given a strong knowledge base that includes a variety of instructional strategies that integrate with the child's developmental needs. In the fieldwork experience, students will demonstrate the understanding of skills and a strong knowledge base appropriate to the age group 0-grade 2 in a natural environment. They will engage in, integrate coordinate activities, games and stories that balance cultural and linguistic patterns. There are two and one half lecture hours a week during one semester; the course is offered in the fall. This course requires seven hours of fieldwork.

CS 730 INDEPENDENT STUDY

3 credits

Independent Study with guidance from a faculty member includes the expectation that the student will design and present an instructional module in the form of a workshop. The audience may be parents of children at risk for developmental delay, faculty, and students, or the staff at the field placement or where one is employed. The student will be expected to select a topic that is related to the Infant/Toddler Early Childhood program; a relevant issue, method or procedure related to the development of instructional materials. A theoretical basis for the content, supportive research, and bibliography must be included. Arrangements should be made for taping the event. Class offered when needed.

Master of Arts in Literacy and Cognition (B-6, Grades 5-12, and B-12)

S. Mary Ann Cashin, M.S., Chairperson, Child Study, Long Island Campus
Susan Straut Collard, Ph.D., Associate Chairperson, Child Study, Brooklyn Campus

Esther Berkowitz, Ph.D., Director, Brooklyn Campus

Claire Lenz, Ed.D. Director, Long Island Campus

PROGRAM DESCRIPTION

The Master of Arts Program in Literacy and Cognition addresses the literacy challenges of student in the Birth through Grade Six, as well as secondary students in the Grade 5 through 12. For those graduate students who want to understand the full range of literacy challenges, a Birth through Grade 12 certification is also available. The B-6 and Grades 5-12 programs consist of 36 credits, 12 credits of core courses and 24 credits that link literacy instruction to the New York State Learning Standards. The Birth through Grade 12 is composed of 45 credits. These part-time programs lead to three New York State certifications (B-6, Grade 5-12, and B-12).

MISSION AND GOALS

The Master of Arts Program in Literacy and Cognition is a response to the No Child Left Behind Act and will address the challenges of teachers in the area of Literacy and Cognition. To meet these challenges, the program will include opportunities to examine the issues of literacy and cognition in education from cultural, political, instructional and social perspectives, explore the ways that teachers, reading specialists, administrators, and teacher educators can provide efficient literacy instruction for all students based on the cognitive constructivist theory, design and conduct meaningful research in the area of literacy/cognition, and uphold and advance the principles set forth by the International Reading Association.

The goals of the Master of Arts program in Literacy and Cognition (Birth-Grade 6, Grades 5-12* and Birth-12*) are as follows:

1. Candidates will apply the principles of cognitive constructivist theories to the diagnosis, instruction, and assessment of children's literacy needs.
2. Candidates will develop differentiated instructional strategies and modify curriculum to meet the diverse needs of children.
3. Candidates will assume their role as leaders and change agents, by providing support and consultation for teachers, parents and the community.
4. Candidates will demonstrate proficiency in administration, analysis, and diagnosis using formal and informal assessments for program planning for children with specific literacy needs.
5. Candidates will apply technology to curriculum development and program planning for children with diverse needs.
6. Candidates will sustain a positive learning climate by implementing proactive intervention strategies, group motivation and behavior that encourages a positive social learning environment, active engagement in learning, and self-motivation.

7. Candidates will make informed decisions about children's needs based upon best practices, collaboration, research, observations, and assessment of data.
8. Candidates will seek opportunities for professional growth as life-long learners by adding to their understanding of the pedagogy for teaching, learning, and the development of literacy.
9. Candidates will demonstrate the importance of the integration of reading, writing, listening, speaking, and viewing into the literacy experiences of elementary aged children.
10. Candidates will synthesize, evaluate, and apply research on literacy as they reflect on best practices.
11. Candidates will uphold and advance the principles set forth by the International Reading Association and the National Council of Teachers of English.

*These certifications are only available at the Long Island Campus.

ADMISSION REQUIREMENTS

All applicants to the Master of Arts in Literacy and Cognition program must possess a baccalaureate degree from an accredited college with an undergraduate grade point average of at least 3.0 (on a scale of 0-4.0). In addition, the applicant must possess provisional/initial/permanent/professional certification from New York State in Early Childhood, Childhood, Early Childhood Special Education and/or Childhood Special Education. The applicant must also have six credits in reading methods.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A completed application accompanied by a non-refundable fee of \$25.
2. An updated resume, which includes chronological dates of employment and descriptions of responsibilities.
3. Three completed Letter of Reference forms. These three letters should include at least one from an academic source and one from a professional source.
4. Copies of certificates granted by the New York State Education Department.
5. Official transcripts of undergraduate and graduate work sent directly to the Office of Admissions.

ADMISSION PROCESS

1. Applicants must arrange for an interview with the Director of the Master of Arts in Literacy and Cognition by calling the Brooklyn Campus at 718.940.5689 or 718.940.5692 or by calling the Long Island Campus at 631.687.1227. At the time of the interview, the applicant will be required to complete a writing sample on a topic related to literacy and cognition concerns.
2. The following documents submitted by the applicants will be reviewed:
 - a. Certificates granted by the New York State Education Department.
 - b. Official college transcripts -- undergraduate and graduate.
 - c. Three references from academic and professional sources.
3. New York State requires all students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Admissions prior to enrollment. In addition, students must complete a Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law.

Academic Standing

1. Students must maintain an overall 3.0 GPA in order to continue in the program and to be eligible to be granted the Master of Arts in Literacy and Cognition.
2. Students are expected to be familiar with the policies described in the Academic Life section of this catalogue.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

The course(s) is substantially equivalent to a course in the St. Joseph's College Master of Arts in Literacy and Cognition Program. The Director will make this determination. An official transcript must be provided before a final decision is rendered. A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" for Pass are not accepted.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Master of Arts in Literacy and Cognition-scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work; that the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CURRICULUM

General Core Requirements (12 Credits)		Credits
CSL 500	Curriculum: Paradigms and Issues	3
CSL 510	Reflective Teaching and Learning	3
CSL 520	Leadership: Collaborative Process and Staff Development	3
CSL 530	Research Methods	3
		<u>12</u>
Pedagogical Core Requirements (24 Credits)		
CSL 540	Language and Literacy Acquisition	3
CSL 550	Strategies, Instructional Materials, and Performance Evaluation in Literacy Development	3
CSL 560	Diagnosis and Recommendations for Literacy Processes (10 Practice Hours)	3
CSL 570	Teaching Literacy in the Content Areas	3
CSL 580	Cultural Literacy	3
CSL 590	Literacy and Assessment Strategies for Diverse Learners (10 Practicum Hours)	3
CSL 600	Technological Literacy	3
CSL 610	Supervised Practicum/Seminar in Literacy and Cognition (30 Practicum Hours)	3
		<u>24</u>
Total:		36 Credits

Grades 5 – 12

This program will enable the graduate student to receive certification to become a Literacy Specialist or Coach in a Middle School or High School. (36 credits) Available on Long Island Campus only.

General Core Requirements (12 credits)		Credits
CSL 500	Curriculum: Paradigms and Issues	3
CSL 510	Reflective Teaching and Learning	3
CSL 520	Leadership: Collaborative Process and Staff Development	3
CSL 530	Research Methods	3
		<u>12</u>

Pedagogical Core Requirements

CSL 550	Strategies, Instructional Materials and Performance Evaluation in Literacy Development	3
CSL 570	Teaching Literacy in the Content Areas	3
CSL 580	Cultural Literacy	3
CSL 590	Literacy and Assessment Strategies for the Diverse Learner (Intermediate) (10 practica hours)	3
CSL 600	Technological Literacy	3
CSL 620	Assessing and Addressing Literacy Needs of Struggling Readers and Writers in Middle School and High School (10 practica hours)	3
CSL 630	Literature and Integrated Technology Resources for Middle School and High School	3
CSL 640	Practicum – Supervised Fieldwork (Middle School/ High School) (30 practica hours)	3
		<u>36</u>

Birth – Grade 12

This program will provide students with the opportunity to work as a Literacy Specialist or Coach at the elementary or secondary levels. Available on Long Island Campus only. Students will complete the courses listed in the B-6 Program, as well as the following courses, for a total of 45 credits:

CSL 620	Assessing and Addressing Literacy Needs of Struggling Readers and Writers in Middle School and High School (15 practica hours)	3
CSL 630	Literature and Integrated Technology Resources for Middle School and High School	3
CSL 640	Practicum – Supervised Fieldwork (Middle School/ High School) (35 practica hours)	3
		<u>45</u>

COURSE DESCRIPTIONS

CSL 500 CURRICULUM: PARADIGMS AND ISSUES 3 credits

This course explores models of curriculum paradigms and related issues. The course will focus on analysis of conceptual framework principles and modes of inquiry as well as the investigation of past and present concerns related to teaching and learning. Issues such as assessment, core curriculum, grouping practices and conceptions of cognitive theory as it relates to curriculum will be discussed. The role of cultural and societal factors as they relate to the design and implementation of curricula will be demonstrated as students apply concepts of curriculum theory to analyze contemporary issues.

CSL 510 REFLECTIVE TEACHING AND LEARNING 3 credits

This course will focus on the dimensions of the reflective process, as it is integrated into the philosophy of educational leaders and into the practice of teaching. The history and descriptions of this process will be presented. The fundamental elements and tools of reflective process will be modeled and integrated. Students will be given opportunities to become reflective practitioners in their planning for classroom management, curriculum, teaching strategies, assessment, and professional collaboration.

CSL 520 LEADERSHIP: COLLABORATIVE LEADERSHIP PROCESSES AND STAFF DEVELOPMENT 3 credits

The purpose of this course is to provide the skills for teachers who will be engaged in learning about the dynamics, techniques and potential for professional collaboration and leadership. Key concepts such as team membership and composition, problem solving procedures, conflict management, and systems theory will be addressed. Students will review research that addresses the forms and basis for inter-professional relationships and collaboration. They will use assessment procedures as a way of understanding self and others as they engage in simulated collaborative situations.

CSL 530 RESEARCH METHODS 3 credits

This course in educational research is designed for the prospective producer of research. Emphasis will be placed upon two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research project. The role of research will be explored with the birth to grade 6 literacy teachers in mind. It is expected that students striving to be professionals in the field of literacy will acquire the knowledge and skills necessary to distinguish between the legitimate claims and conclusions of research findings and ill-founded ones.

CSL 540 LANGUAGE AND LITERACY ACQUISITION 3 credits

This course provides an exploration of early language and literacy development, and implications for instruction for young children (ages 2-6). How children learn to read and write will be analyzed from child development and emergent literacy perspectives. Developmentally appropriate teaching practices and family literacy partnerships will be discussed as methods to support children's learning experiences. An analysis of the cognitive factors including: attention, memory, associative learning, and self-regulation will be studied as they relate to language and reading acquisition. The role of cognitive development and social interaction will be explored as complementary processes that work together to promote the child's intellectual growth through the application of constructivist approaches. The cognitive processing predictors that lead to language and reading disorders will be studied as a means to early intervention.

**CSL 550 STRATEGIES, INSTRUCTIONAL MATERIALS, AND
PERFORMANCE EVALUATION IN LITERACY
DEVELOPMENT 3 credits**

This course encompasses a study and analysis of approaches and materials for literacy instruction focusing on word identification, vocabulary development, comprehension, writing instruction, motivational aspects of instruction, and creating effective and enriched teaching and learning environments for native English speakers and English language learners. Simultaneous and successive cognitive processing techniques will be analyzed and evaluated for their use with diverse learners. Schema theory will serve as the foundation for learning how to scaffold instruction to meet individual needs. Instruction will also be provided in the principles and practices of assessing student literacy performance, including, but not limited to the New York State Performance Evaluation and Standards.

**CSL 560 DIAGNOSIS AND RECOMMENDATIONS FOR
LITERACY PROCESSES 3 credits**

This course provides an overview of formal and informal assessment tools and practices that measure literacy development of students. Participants will begin to work closely with individual students to assess literacy competencies to plan and implement instruction using ten practicum hours. They will also explore research and practice relating to differential literacy achievement as they begin to synthesize testing data to formulate diagnostic hypotheses for designing an instructional program for individual students based upon the cognitive-constructivist perspective. The role of cognitive modeling will be emphasized as teachers demonstrate how to reason to understand text. Ten practicum hours are required for working with a struggling reader in the primary grades.

CSL 570 TEACHING LITERACY IN THE CONTENT AREAS 3 credits

This course presents the integration of reading and writing processes with content knowledge as a basis for the best teaching strategies in the content area disciplines. The focus is on: (1) improving study skills, (2) levels of comprehension, (3) vocabulary improvement, (4) understanding text patterns and structures, (5) exploring writing as an across the curriculum tool of inquiry, and (6) integrating technology into content-area teaching. Course content will include implementation of classroom structures, multidisciplinary teaching and learning, and the development of research approaches and techniques to meet the needs of individual learners.

CSL 580 CULTURAL LITERACY 3 credits

This course is an examination of issues in literacy education from cultural, political, instructional and social perspectives. It explores the social cognition viewpoint within a social or cultural context as they relate to diverse learners acquiring literacy skills. An analysis of the relationship between home and school literacy, and the survey of critical issues in the literacy development of different communities with special attention to cultural linguistic diversity and the strengths of various cultures, will receive major emphasis. Connections to oral language, reading, writing, and children's literature will be developed in a literacy framework that focuses on the learner's cultural background and linguistic understanding. In addition, this course will explore the ways that classroom teachers, literacy specialists, administrators, parents, and teacher educators can provide efficient literacy instruction for students from diverse cultural linguistic backgrounds. Analysis of the pedagogical implications for literacy education in terms of study of the teacher's role and the impact upon diverse student learning, as well as organizing and the teaching of literacy in the childhood education classroom will be addressed.

CSL 590 LITERACY AND ASSESSMENT STRATEGIES FOR DIVERSE LEARNERS 3 credits

This course focuses on study and analysis of literacy development, individual differences, and language difficulties experienced by the diverse learner. As a continuation of Diagnosis and Recommendations for Literary Processes, students will learn specialized assessments designed to identify difficulties in literacy performance. Instructional strategies will focus on providing literacy services to students in compensatory and/or special programs, specifically students with learning disabilities and English Language Learners. Students will be required to fulfill ten practicum hours working with a child for the duration of this course. A case study will be produced involving a sequence of cognitive processing for word identification, word analysis, fluency, vocabulary, sentence completion, literal comprehension, non-literal comprehension, and study procedures. Students will be required to fulfill ten practicum hours working with a struggling reader in the intermediate grades.

This course explores the educational use of technology in literacy teaching and learning. Constructivist principles will be applied to discovery learning as a means to foster literacy, as well as a tool for research and presentation. Technological literacy with a focus on developing teaching strategies and learning experiences to facilitate literacy learning in a multimedia context across the curriculum is a goal of this course. Emphasis is on the use and development of computer programs to help students develop vocabulary, listening and speaking abilities, visual literacy, writing and reading skills. The application of word processing to help students improve their writing skills, and analysis and evaluation of selected software designed for teaching Language Arts will also be included. Connections to oral language, reading, writing, and children's literature will be developed in a literacy framework that focuses on the use of technology for all students including at-risk learners, English language learners and students with special needs.

This course provides an opportunity to apply knowledge of cognitive processing skills, diagnostic, and prescriptive techniques in classrooms and in individual settings. The seminar sessions will be a forum for students to demonstrate and critique their work and share their level of expertise, as they conference with parents and evaluate the appropriateness of their recommendations with the supervisor and the group. This course is the culmination of the Literacy and Cognition program. Students are required to work with a struggling reader for thirty practicum hours assessing, diagnosing, and planning instruction based upon the child's needs.

This course addresses the literacy needs of middle school and high school students who struggle with reading and writing. There is an emphasis on assessment and instructional practices that promote growth in literacy for a diverse group of students based upon observation, collaboration, and the interpretation of data. The course focuses on current theory of reading and writing processes, and the demands made upon readers and writers in different subject areas and contexts. Students are required to work for ten practicum hours with a struggling reader at the middle school or high school level for students seeking certification in Literacy from Grade 5 – Grade 12.

CSL 630 LITERATURE AND INTEGRATED TECHNOLOGY
RESOURCES FOR MIDDLE SCHOOL AND
HIGH SCHOOL

3 credits

Literary theory and pedagogy is the foundation for the study of literature in this course. The course will explore ways to encourage critical reading, an appreciation of a variety of genres, the integration of literature in the content areas, and strategies for using writing as a means of literary response. Various forms of technology will be explored that encourage application and interest in literature.

CSL 640 SUPERVISED PRACTICUM IN LITERACY AND
COGNITION—GRADE 5—GRADE 12

3 credits

This practicum is designed for those participants who want certification in literacy from Grades 5–12. The graduate student will work with a struggling reader at either the middle school or high school levels. Participants will develop a literacy assessment based upon formal and informal instruments. An intervention model will be developed to meet the needs of the students to further his/her growth in literacy. Students seeking Literacy from Grade 5 through Grade 12 are required to work for thirty hours with a struggling reader at the middle school or high school levels assessing, diagnosing, and planning literacy instruction.

Master of Arts in Childhood or Adolescence Special Education with an Annotation in Severe and Multiple Disabilities

S. Mary Ann Cashin, M.S., Chairperson, Child Study

Joan E. Silver, Ed.D., Director

PROGRAM DESCRIPTION:

Offered on the Long Island Campus, the Master of Arts Program in Childhood or Adolescence Special Education with Annotation in Severe Multiple Disabilities provides the student with core courses (12 credits) and courses that link Special Education to the New York State Learning Standards in the area of Special Education as well as Severe and Multiple Disabilities. The 36 credit program imparts a strong research component, which is characteristic of the integration of theory and practice. Expertise in the content area is acquired in courses relating to Special Education, which include: Assessment, Differentiated Instruction for Students with Diverse Needs, the Inclusion of Family, School and Community in a Collaborative Model, Legal Issues as they apply to Family and Schools, as well as Fieldwork and Practicum Experiences. Courses that relate to severe disabilities include: Issues in Severe Disabilities that include psychological, social and physical characteristics, Adaptive, Alternative and Technological procedures for students with Health or Physical Impairments, Strategies for Applied Behavior Analysis, and the required Fieldwork and Practicum experiences. Students will be eligible for the following certifications dependent upon their initial certification: Childhood Special Education, Students with Disabilities 7-12 Generalist with content specialist extensions available in Earth Science, Biology, Chemistry, Physics, Social Studies, Mathematics, English and Spanish. Each certificate will have an Annotation for Severe Disabilities.

MISSION AND GOALS

The courses in the Special Education Program are specifically directed to the No Child Left Behind legislation. This legislation proposes the necessity of elevating teacher quality by developing competencies in subject areas, teaching skills and assessment strategies, as well as using basic research to cultivate the ability to adapt instruction to student learning needs. These expectations are fulfilled in the design of the current program. It includes courses in research, assessment, adaptive and alternative methods, strategies for understanding, and designing behavioral plans. By cultivating an inclusion component as a reality and available for all persons, this program emphasizes autonomy in all aspects. Course objectives and outcomes will be related to the outcomes of the program by a portfolio, which will be completed by each student in their last semester of the program.

The specific objectives of the Master of Arts Program in Childhood or Adolescent Special Education with an Annotation for Severe and Multiple Disabilities are as follows:

1. Students will assume their role as specialists and change agents, by providing support and consultation with general education teachers, administrators, parents, and community about specific issues.

2. Students will apply the principles and theories of Special Education as they relate to the diagnosis, instruction, and assessment of children with mild, moderate, and severe disabilities. The aspect of independence for each child will be emphasized
3. Students will develop differentiated instructional strategies, modify curriculum and diversified assessment options as they apply to mild, moderate, and severe disabilities.
4. Students will apply assistive technology, alternative, and augmentative communication principles and strategies to enhance child learning.
5. Students will develop research-based pedagogy for increasing the autonomy and learning of children with severe disabilities.
6. Students will demonstrate knowledge and expertise in the application of behavioral and social interventions.
7. Students will develop assessment plans based on psychometrics, alternative designs, functional assessment, and observation as they apply to children with severe disabilities.
8. Students will uphold and advance, the principles set forth by the *Council of Exceptional Children (CEC) Code of Ethics and Standards for Professional Practice for Special Education*.

ADMISSIONS REQUIREMENTS

An applicant to the Master of Arts in Childhood or Adolescent Special Education with Annotation in Severe and Multiple Disabilities must possess a baccalaureate degree with an undergraduate grade point average of at least 3.0 (on a scale of 0-4.0) from an accredited college. The applicant must have an undergraduate or graduate major in education, or one of the liberal arts with at least one course in child or adolescent development. In addition, for applicants who plan to request certification, the applicant must possess provisional/initial/permanent certification from New York State in Early Childhood, Childhood, Early Childhood Special Education, Childhood Special Education, and/or Adolescent Education. The applicant must have three credits in Child Development and/or Adolescence Development. Those who do not have Special Education certification must take six credits in Special Education as a pre-requisite for entry into the program. Applicants who plan to request Childhood Special Education must have at least three credits in literacy. Applicants who plan to request 7-12 Generalist must have at least 6 credits in each of the following: English, Mathematics, Science and Social Studies. Candidates who plan to request secondary certification must pass the Multi-subject CST.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A graduate application accompanied by a non-refundable fee of \$25.
2. A current resume, which includes chronological dates of employment, and descriptions of responsibilities.

3. Two completed Letter of Reference forms. These two letters should include one from an academic source and one from a professional source. If the applicant has been out of school for several years, recommendations can be made from an employer or supervisor only.
4. Copies of certificates granted by the New York State Education Department.
5. Official transcripts of all your undergraduate and graduate work sent directly to the Office of Admissions.
6. A completed medical form. New York State Public Health Law requires all students who were born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Admissions prior to enrollment. In addition, candidates will be required to submit proof of a recent physical examination (within one year of admission) including a Diphtheria-Tetanus booster and a Tuberculin test.
7. A completed Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law.

Admission Process

1. Applicants will be contacted by the Admissions Office to arrange for an interview with the program director after all relevant documents have been submitted.
2. At the time of the interview, a writing sample, the topic of which is the applicant's immediate objectives and future plans in relation to graduate study in the chosen field (minimum 250 words) will be completed.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

The course(s) is substantially equivalent to a course in the St. Joseph's College Master of Arts in Special Education with Annotation in Severe and Multiple Disabilities program. The Director will decide. An official transcript must be provided before a final decision is rendered. A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" for Pass are not accepted.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Master of Arts in Special Education with Annotations in Severe Disabilities scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CURRICULUM

General Core Requirements		Credits
CSS 500	Curriculum Paradigms and Issues	3
CSS 510	Reflective Teaching and Learning	3
CSS 520	Leadership: Collaborative Process and Staff Development	3
CSS 530	Research Methods	3
		<hr/> 12
Pedagogical Core Requirements		
CSS 540	Issues in Severe Disabilities	3
CSS 550	Assessment: A Practical Approach (10 fieldwork hours: 5 hours childhood or adolescent students with disabilities, 5 hours in severe disabilities)	3
CSS 560	Adaptive, Alternative, and Technological Methods for the Instruction of Students with Health and/or Physical Impairments (10 fieldwork hours)	3
CSS 570	Techniques and Strategies of Applied Behavior Analysis (ABA) and Behavior Management for Diverse Learners (10 fieldwork hours)	3
CSS 580	Legal Implications of Special Education and the Application to Families and Schools	3
CSS 590	Advanced Study of Pedagogy, Based on Differentiated Instruction for Students with Diverse Needs in Childhood Education <i>or</i>	
CSS 595	Advanced Study of Pedagogy Based on Differentiated Instruction for Adolescent Students with Diverse Needs	3
CSS 600	Special Issues in Teaching Diverse Students: Family, School and Community	3
CSS 615	Advanced Fieldwork in Severe Disabilities for students with certification in Special Education (20 hours fieldwork with multiple and severe disabilities and workshop presentation.) <i>or</i>	3
CSS 620	Supervised Practicum For Students without special education certification (20 days of practicum in childhood and/or adolescent special education plus 20 fieldwork hours in severe disabilities.	<hr/> 24
Total Credits		36

COURSE DESCRIPTIONS

CSS 500 CURRICULUM PARADIGMS AND ISSUES 3 credits

This course explores different curriculum paradigms and frameworks, and the particular issues related to those paradigms. Throughout the course, particular attention will be focused on two areas. The first relates to an analysis of the conceptual frameworks, principles, and modes of inquiry of different disciplines. The second, concerns an investigation of past and present issues of teaching and learning, such as assessment, core curriculum, grouping practices, and conceptions of cognition for the purpose of examining their relationship to curriculum frameworks.

CSS 510 REFLECTIVE TEACHING AND LEARNING 3 credits

This course will focus on the dimensions of the reflective process as it is integrated into the philosophy of educational leaders as a worthwhile professional attribute and pivotal in the teaching process. Descriptions of this process as well as guiding principles of the Masters, will be presented. The fundamental elements and tools of reflective process will be modeled and integrated. This course is related to the Research Methods Course where students will probe situations related to teaching, curriculum, behavior and learning to discover realistic problems for examination and investigation, as a result of learning precisely designed models of reflective processes. Students will learn, through reflection, how problems are formed as well as designing appropriate solutions. They will also learn how to reflect on their own behavior while reviewing the underlying dynamics of situations, problems, and issues.

CSS 520 LEADERSHIP: COLLABORATIVE PROCESS AND STAFF DEVELOPMENT 3 credits

This course focuses on the development of collaborative leadership skills. Students will learn how to become effective liaisons with the local and greater school community serving as resource persons between parents, staff, and community. Students will study and develop a variety of collaborative models to be used in designing and implementing staff development, parent involvement, and community integration.

CSS 530 RESEARCH METHODS 3 credits

This course in educational research is designed for the prospective producer of research. Emphasis will be placed upon two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research project. The role of research will be explored with the birth to grade 12 literacy teachers or birth to grade 12 special education teachers in mind. It is expected that students striving to be professionals in the field of literacy or special education will acquire the knowledge and skills necessary to distinguish between the legitimate claims and conclusions of research findings and ill-founded ones.

CSS 540 ISSUES IN SEVERE DISABILITIES

3 credits

This foundational course provides students with an understanding of individuals who have been diagnosed with severe or multiple disabilities. This course will take a life-span perspective by focusing on childhood, adolescents, and adults, and will include discussions of individuals who have multiple/severe disabilities including those who demonstrate significant behavior challenges and/or autism as well as those who have health care issues. Students will study the psychological, social, and physical characteristics of individuals with severe disabilities. The need for collaboration between teachers, service providers, and families will be emphasized. Theoretical and philosophical foundations underlying current practice will be explored. Students will observe and implement research-based strategies for students with severe disabilities in inclusive schools and community settings. Students will learn to conduct ecological assessments of students. This course requires 10 hours of practica.

CSS 550 ASSESSMENT: A PRACTICAL APPROACH

3 credits

This course will cover comprehensive assessment, including formal, informal, and alternative methods that will be used to develop and plan educational programs for students with mild, moderate, and severe disabilities. Students will use psychometrics and descriptive statistics to evaluate and select tests to be used for the measurement of intelligence, personality, achievement, individual interests, and special aptitudes. Students will also develop and use alternative methods of evaluation for students with severe disabilities. Student will use assessment results to plan and design instruction. Students will complete a comprehensive evaluation of a child and write a formal evaluation report that will include interpretation and recommendations in accordance with a standards-based classroom. This course requires 5 hours of practica in childhood or adolescent special education and 5 hours with students who have severe disabilities.

CSS 560 ADAPTIVE, ALTERNATIVE, AND TECHNOLOGICAL METHODS FOR THE INSTRUCTION OF STUDENTS WITH HEALTH AND/OR PHYSICAL IMPAIRMENTS

3 credits

This course addresses the needs of students with physical and/or health impairments to promote optimal participation and learning in the educational settings. The students will explore a variety of adaptive teaching methodologies and accommodations including modification and adaptation of curriculum and instructional materials. An examination of assistive technological devices and alternatives will be addressed through sign, touch cues, tangible communication systems, graphic communication systems, electronic boards and augmentative communication devices as well as the technology to support these systems. Skills in positioning, handling techniques, motor skills, developing daily living skills, and community skills will be addressed. Opportunities will be provided for practicing the collaborative model while implementing appropriate communication skills. Students will be required to work with an individual or group of students throughout this course. This course requires 10 hours of practica.

3 credits

CSS 580 LEGAL IMPLICATIONS OF SPECIAL EDUCATION AND
THE APPLICATION TO FAMILIES AND SCHOOLS 3 credits

CSS 590	ADVANCED STUDY OF PEDAGOGY BASED ON DIFFERENTIATED INSTRUCTION FOR STUDENTS WITH DIVERSE NEEDS IN CHILDHOOD EDUCATION	3 credits
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In this foundational course the development, application and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials for adolescent students with diverse needs in an inclusive setting. Students will be required to work with an individual or group of adolescents throughout the course to develop differentiated instruction based on the standards of the curricula of ELA, Math, Science and Social Studies. This course requires 10 hours of fieldwork distributed in ELA, Math, Science and Social Studies.

This technology course will help students develop the insights and skills needed to work with families of diverse learners. The culture of the school and its impact on families will be explored. Students will learn to work and collaborate with multicultural communities and differing family structures. Emphasis will be placed on using technology to enhance collaborative approaches, improving communication in culturally and linguistically diverse contexts, skills for conferencing with parents of children with diverse needs, and an understanding of concerns of the parents. Community involvement and resources will also be explored. Student will develop an outreach project to parents and/or the community.

This field placement provides an opportunity for students who already possess a New York State initial certification in Childhood Special Education to apply current theories and research findings of effective instruction for students with severe and multiple disabilities in learning situations. Students will be involved in every aspect of the class for a week; a minimum of 20 hours. The students will reflect and analyze practices in the classroom. They will interview teachers, paraprofessionals, administrators, family members, and other specialists to further their own understanding of the needs of students with severe disabilities and the teachers working with the students. They will conduct a needs assessment for the class, school or parents and develop a workshop based on an issue important to the group; the workshop will be presented in the school. This course requires a practicum of 20 hours with students who have severe disabilities.

CSS 620 SUPERVISED PRACTICUM

For students without special education certification 3 credits

The seminar and field placement provides an opportunity for the student to apply current theories and research findings in learning situations, as well as, parental, school and community settings. Students will plan and implement appropriate standard-based curriculum and instructional practices for students with diverse needs. During the seminar, students will reflect and engage in discussion of professional practices, analyze, and evaluate practicum experiences. Candidates for the SWD 7-12 Certificate will have practica in all areas of the pedagogical core; ELA, math, science, and social studies.

Master of Arts in Mathematics Education

Victoria Hong, M.B.A., Associate Chairperson, Long Island campus

Elana Reiser, Ed.D., Director, Long Island campus

PROGRAM DESCRIPTION

Offered on the Long Island campus, the Master's Degree in Mathematics Education is a 30 credit degree that you can earn in five semesters of part-time study. The degree requires two classes each semester, including the summer. This allows you to teach during the day and attend school in the evenings. Particular attention will be paid to integrating technology with the teaching of mathematics in order to meet the standards set by both New York State and the National Council of Teachers of Mathematics. Candidates for this program will have previously earned initial certification to teach mathematics at the secondary level. Completion of the program will satisfy the degree requirements for professional certification in New York State. To successfully complete the program, students must maintain a B average.

The Dual Degree in Mathematics Education is a 152-credit degree that can be earned in five years. The graduate curriculum builds on the undergraduate foundation and promotes the application of theoretical and quantitative knowledge in an education environment while integrating technology. Applications for the dual degree are accepted in the second semester of the junior year.

MISSION AND GOALS

The purpose of the Master of Arts Program in Mathematics Education is to prepare students to become accomplished mathematics teachers. In doing so, the Program aims to extend the depth and breadth of mathematical skills previously learned on the undergraduate level and to enable teaching professionals to use these expanded skills to motivate and engage a diverse population of students who possess varying cognitive skills and learning styles. Particular attention will be paid to integrating technology with the teaching of mathematics in order to meet the standards set by both New York State and the National Council of Teachers of Mathematics. The Department seeks to instill in teaching professionals dedication to the discipline, as well as the desire and ability to become lifelong learners.

The specific objectives of the proposed Master of Arts Program in Mathematics Education are as follows:

1. To prepare students for life-long learning of mathematics.
2. To develop in students a deeper understanding of, and the ability to address, a wide variety of mathematical learning styles.
3. To have students be able to communicate the method of their reasoning effectively.
4. To enable students to make connections between the upper level mathematics courses that they are taking and the mathematics at the grade level they will be teaching.
5. To provide a solid understanding of mathematics at the grade level students will be teaching as well as the entire K-12 curriculum.

6. To enable students to become familiar with current trends, issues, and technology in mathematics education.
7. To provide a familiarity with the New York State and National Council of Teachers of Mathematics standards.
8. To develop research skills in the field of mathematics education.
9. To learn classroom skills for teaching students of varying backgrounds.
10. To deepen the mathematical background of students.

CURRICULUM

Mathematics Education requirements (6 credits)

EDU 515	Educational Assessment
EDU 525	Perspectives in Teaching Students with Exceptionalities

Mathematics Education requirements (9 credits)

MAT 505	Integrating Technology in Mathematics Education
MAT 520	Current Issues in Mathematics Education
MAT 620	Masters Project

Mathematics requirements (15 credits)

MAT 546	Probability and Statistical Inference
MAT 552	Number Theory
MAT 554	Abstract Algebra
MAT 562	Modern Geometry
MAT 564	Real Analysis

ADMISSION REQUIREMENTS

All applicants to the Master of Arts in Mathematics Education program must possess a baccalaureate degree from an accredited college with an undergraduate grade point average of at least 3.0 as well as at least a 3.0 grade point average in all education courses and all mathematics courses. The applicant must possess provisional/initial/permanent/professional certification from New York State in Mathematics.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A completed application accompanied by a non-refundable fee of \$25.
2. An updated resume, which includes chronological dates of employment and descriptions of responsibilities.
3. Two letters of recommendation. One of these recommendations must be from a mathematics faculty member and the other from the cooperating teacher or someone involved with the applicant's teaching.
4. Copies of certificates granted by the New York State Education Department.
5. Please arrange to have official transcripts of your undergraduate and graduate work sent directly to the Office of Admissions.
6. Official records of the applicant's score on the LAST, ATS-W, and CST.

7. A completed medical form. New York State Public Health Law requires all students who were born after January 1, 1957 to be immunized against measles, mumps, and rubella. You will be required to submit proof of a recent physical examination including a Diphtheria-Tetanus booster and a Tuberculin Skin test.

Admissions Process

1. Applicants will be contacted by the Office of Admissions to arrange for an interview with the program director after all relevant documents have been submitted.
2. At the time of the interview, a writing sample, the topic of which is the applicant's immediate objectives and future plans in relation to graduate study in the chosen field, will be completed.

TRANSFER OF PRIOR COURSEWORK

Matriculated students in the Graduate Program may apply to the Program Director for acceptance of up to six (6) graduate credits, with grades of B or better, from other accredited graduate programs. Acceptance will be dependent upon appropriateness of the courses to the student's program of study.

COURSE DESCRIPTIONS

EDU 515 EDUCATIONAL ASSESSMENT 3 credits

This course provides an overview of strategies for assessing student performance including the use of selected-response items and various performance-based techniques. Students will learn and incorporate strategies used to assess literacy in the content area in a secondary school classroom. The impact of multiple intelligences, differentiated instruction, and learning styles on assessment processes will be investigated. Topics such as standardized testing, New York State assessments, portfolios and electronic portfolios will be discussed.

EDU 525 PERSPECTIVES IN TEACHING STUDENTS WITH EXCEPTIONALITIES 3 credits

This course will provide a comprehensive and profound understanding of the teaching of adolescents who use special education services. The responsibilities of the teacher, student, parents/guardians and obligations of the school district will be examined. The course will consist of classroom instruction, group activities and observations.

- MAT 505 INTEGRATING TECHNOLOGY IN MATHEMATICS EDUCATION 3 credits**
 This course focuses on various forms of technology that can be used to enhance the teaching and understanding of mathematics at the secondary level. Students will develop a knowledge of software applications and technology to explore mathematics and to improve student outcomes. Simulation software, Microsoft Office applications, Visual Basic, Java applets, graphing calculators, the Internet and other technologies will be explored.
- MAT 520 CURRENT ISSUES IN MATHEMATICS EDUCATION 3 credits**
 This course serves as an introduction to current trends in mathematical education research as well as an introduction to New York State and National Council of Teachers of Mathematics standards. Students will learn how to read and understand journal articles and how to give presentations.
- MAT 620 MASTERS PROJECT 3 credits**
 Students will choose an area of interest in mathematics education and research current journal articles about this topic. Students will then work with an advisor to develop a thesis paper. From this paper, students will write a journal article. All of the students' articles will be put together to form a class journal. Students will also present their research to the class.
- MAT 546 PROBABILITY AND STATISTICAL INFERENCE 3 credits**
 This course emphasizes the NCTM standards for probability and statistics as outlined in its *Principles and Standards*: to formulate questions that can be addressed with data, and to collect, organize, and display relevant data in order to answer these questions; to select and use appropriate statistical methods to analyze data; to develop and evaluate inferences and predictions based on that data; and to understand and apply the foundational concepts of probability and statistics. Topics include probability models, random variables, univariate and multivariate distributions, mathematical expectation, the moment-generating function, sampling distribution theory, estimation, statistical hypotheses, and the theory of statistical inference.
- MAT 552 NUMBER THEORY 3 credits**
 This course covers topics such as prime and composite numbers, algorithms, number theoretic functions, Diophantine Equations, congruences: linear and higher degree. Euler-Fermat Theorem, quadratic residues, continued fractions, Gaussian integers, and algebraic number theory.
- MAT 554 ABSTRACT ALGEBRA 3 credits**
 This course will cover topics in abstract algebra such as groups, rings, and fields from an advanced perspective, with attention to applications in the real world. Topics include isomorphisms, Lagrange's Theory, cosets, normal subgroups, and homomorphisms. Applications such as public key cryptography will be discussed. A project will be completed on an appropriate topic of the student's choice.

MAT 562 MODERN GEOMETRY**3 credits**

This course provides students with an opportunity to examine and explore, at an advanced level, a variety of geometries, including Euclidean, non-Euclidean, transformation, fractal, and projective geometries through active participation in a laboratory environment. The impact of the Parallel Postulate on the historical development of Modern Geometry provides the starting point for studying various topics, including constructions, spatial relations, formal geometric proof, the Poincaré model of hyperbolic space, polygons in hyperbolic space, isometries, composition and analysis of transformations, fractal dimension, the Mandelbrot set, applications of the cross ratio, matrix methods for perspective transformations, and applications of geometry in the real world.

MAT 564 REAL ANALYSIS**3 credits**

This course is a rigorous approach to fundamental concepts in Real Analysis. Emphasis is placed on careful reasoning and proofs. Topics include compactness and completeness, continuous mapping, uniform convergence, differentiability and the basics of Lebesgue Integration Theory.

MAT 566 SPECIAL TOPICS IN MATHEMATICS**3 credits**

This course offers graduate level study of a topic. Topics may include Graph Theory, Regression, Combinatorics, or Linear Algebra. Offered when there is sufficient demand.

Graduate Management Studies

Eileen White-Jahn, Ph.D., Chairperson

Mary A. Chance, M.S., C.P. A., Director

Linda F. Fonte, M.S., Associate Director, Brooklyn Campus

PROGRAM DESCRIPTION

The Graduate Management Studies programs were designed to provide working adults opportunities to learn and apply advanced managerial theory and practices, while promoting the business leadership competencies required for successful performance in the corporate, not-for-profit, healthcare, and public service sectors. These programs emphasize the development of the specific abilities associated with superior managerial performance, and the application of theoretical and quantitative knowledge to real-world business situations. Every course emphasizes ethical behavior and social responsibility.

Graduate Management Studies Degree and Certificate Programs:

- **Executive Master of Business Administration (36 credits)**
This program allows students with substantial work experience to apply graduate-level management and financial theory to workplace issues and problems. **This degree is also available in the distance education format.**
- **M.S. in Management (36 credits)**
This program is designed for students who desire a concentration in a specialized area of study. The curriculum of this program includes a 24-credit business core plus a 12-credit concentration in Organizational Management, or Health Care Management, or Human Resources Management.
- **M.B.A. in Accounting (36 credits)**
This unique program stresses both the study of graduate accounting topics and the development of managerial effectiveness. This program satisfies the revised education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.
- **M.B.A. in Health Care Management (36 credits)**
This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on real-world health care issues. It emphasizes the economic, legal, regulatory, managerial, political, social and historical aspects of the health care industry in order to prepare practitioners for advanced managerial positions in health care management.
- **M.B.A. in Health Care Management with a Concentration in Health Information Systems (36 credits)**
This 36-credit program is designed to develop students' expertise in the planning, development, and implementation of health information systems. The concentration focuses on how Health Information Systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use, and evaluation of health care information. Students will understand the legal, regulatory, and compliance issues related to these systems and will develop the

leadership skills necessary for health information systems professionals to manage effectively.

- **Advanced Certificate in Human Resources Management (15 credits)**
The Human Resources Management Certificate program provides practitioners with advanced study of current human resources trends and practices. An emphasis is placed on understanding the role of human resources within an organization, and developing human resources plans consistent with an organization's strategic objectives. **Also available in distance education format.**
- **Advanced Certificate in Health Care Management (15 credits)**
The Health Care Management Certificate program emphasizes the identification, analysis, and solutions of complex issues and problems facing the health care professional today. Students learn to evaluate techniques and develop strategic thinking skills so they can lead effectively, improve quality, increase productivity, and manage costs within their health care organizations.
- **Advanced Certificate in Management of Health Information Systems (15 credits)**
The Management of Health Information Systems certificate program is designed to develop or enhance the students' expertise in the planning, development, and implementation of health information systems. Students will focus on how health information systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use and evaluation of health care information.

MISSION AND GOALS

The mission of the St. Joseph's College Graduate Management Studies Program is to promote ethical leadership and managerial effectiveness in organizations. Toward this end, the programs provide a theoretical grounding in the functional knowledge areas of business while also providing opportunities, through projects involving issues within an actual organizational environment, to develop within themselves the abilities associated with superior, ethical managerial performance.

To accomplish this mission, the Graduate Management Studies Program has established the following goals:

- To support growth in the functional knowledge areas and to foster the specific abilities associated with superior managerial performance.
- To provide opportunities for students to develop the managerial abilities and to apply the concepts and skills from each course to work-place or industry issues.
- To enable students to participate as part of management teams.
- To involve students in the educational process as self-directed learners.
- To endorse ethical behavior and social responsibility as foundations of managerial practice.
- To increase students' awareness of the challenges of an increasingly multicultural workforce and to develop the skills needed for promoting diversity in the workplace.

ACADEMIC STANDING

Students in the Graduate Management Studies programs are required to maintain an overall GPA of 3.0 in order to remain in good standing and to graduate. In addition, students enrolled in the MS in Management, MBA in Accounting and MBA in Health Care Management degree and certificate programs are required to maintain a concentration GPA of 3.0, with a minimum grade of C in each concentration course identified with an ACC, HCM, HRM, or OM prefix, as applicable. The academic records of students who do not meet these requirements will be reviewed by the Academic Development Committee, which will then make recommendations to help the students improve their academic record. Students who continue to fail to meet these requirements may be dismissed from the program.

ADMISSION REQUIREMENTS

All applicants for admission to the Graduate Management Studies Programs will possess a baccalaureate degree from an accredited institution of higher education with an undergraduate grade point average of 3.0. In addition, applicants typically will be required to be employed in a fulltime position and will have substantial work experience involving supervision, program development, specialized training, considerable responsibility and/or independent judgment. In those cases where an M.B.A. applicant's experiential qualifications fall short of the aforementioned criteria and in cases deemed appropriate by the Director, the GMAT will be required. In addition, undergraduate prerequisites are required to be completed in advance of the specific graduate courses for which they are required.

ADMISSION PROCEDURES

1. Candidates are required to submit:

- An application accompanied by a non-refundable fee of \$25.
- A current resume, which includes chronological dates of employment and descriptions of responsibilities.
- *Two completed Letter of Reference forms: one from an academic source and one from a professional source (preferred) or two from professional sources.
- *Completed Verification of Employment form with a signed verification letter outlining designated duties from current (or previous) employer.
- Official transcripts of all undergraduate and graduate work.
- *Official GMAT score report, if required.
- Proof of immunity to measles, mumps, and rubella prior to enrollment for all students born on or after January 1, 1957.
- Meningococcal Meningitis Vaccination Response Form.

*Note: Items marked with an asterisk are not required for graduate advanced certificate applications.

- ### 2. Applicants must arrange for an interview with the Graduate Admissions Office by calling the Brooklyn Campus at 718.940-5800 or the Long Island Campus at 631.687-4500.
- ### 3. At the time of the interview, the applicant will be required to complete a

written statement of approximately 250 words. The essay should address and provide an example or examples of how management/leadership theory acquired at the undergraduate level has been subsequently applied by the applicant to improve his or her managerial effectiveness. If the applicant did not receive an undergraduate business degree, the essay should describe and provide an example or examples of the management/leadership techniques used by the applicant to manage effectively.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits (three credits for a certificate) from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

- The course(s) is substantially equivalent to a course in the St. Joseph's College Graduate Management Studies program as determined by the Director.
- A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" or Pass are not accepted.
- An official transcript has been submitted.

Transfer credit will not be awarded for MGT 500 and MGT 690, and will not typically be awarded for those concentration courses in the MS in Management, MBA in Accounting and MBA in Health Care Management programs with ACC, HCM, or HRM prefixes, as applicable (with the exception of ACC 545 and HRM 550).

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session has met. If a student has registered in advance for MGT 500 – Leadership and Managerial Development or MGT 690 – Integrative Analysis in Management, but misses the first class session, that student will be required to transfer to another open section that has not yet met or will be required to withdraw. If students have registered in advance for other courses, but have missed the first class session, they will be encouraged to withdraw from the class due to the compressed nature of the Graduate Management Studies program-scheduling configuration.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and forfeited class participation opportunities.

CHANGE OF PROGRAM

Students who wish to change their concentration or degree or to add a degree, or concentration, or advanced certificate must submit the required form to their graduate academic advisor. In order to add a second degree, students must have: a minimum overall GPA of 3.0, completed 27 credits of their first degree, and completed all prerequisites of the second degree or concentration to be added. Change of concentration or degree should be effected before the period of programming for the following term.

Matriculating M.S. and M.B.A. degree students do not receive a certificate in their area of concentration. They may, however, apply to an advanced certificate program that is outside their concentration. (For example, MS students pursuing a Health Care concentration may apply for a Human Resources advanced certificate.)

If a student graduates with a certificate in addition to the degree, the student receives both a diploma and a certificate.

PROCEDURES FOR INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework will be strictly enforced. An extension of time to complete coursework will be granted only when unusual, extenuating circumstances exist, and only after consultation with the instructor. It is the responsibility of each student to keep his or her instructor informed of reasons for late submission of coursework. It is also the student's responsibility to obtain, complete, and submit the necessary form (available online) to the instructor no later than the last day of class. If the instructor approves the student's written request for an extension of time, the instructor will sign and submit the required form to the Office of Graduate Management Studies.

If the student does not provide the form on the last day of class, the instructor is required to submit a grade and will assign a grade of 0 for the missing coursework. Proof of extenuating circumstances may be required before final approval by the Dean is granted.

It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework to the Instructor and Director, or Associate Director, on or before the dates listed below.

Note: these dates will pertain regardless of whether or not Incomplete Forms have been submitted, mailed, or returned.

Fall Semester	January 25
Spring Semester	June 25
Summer Session	September 25

The instructor reserves the right to reduce the grade on incomplete coursework in addition to any other reduction in grade already imposed for late submission of coursework. Failure to comply with the above procedures and timelines will result in a student receiving a zero for the missing coursework.

Registration for the following semester will typically be restricted as follows:

- Registration will be restricted to six credits (or fewer credits depending upon other grades earned in the current semester) for students in good academic standing with one incomplete grade in a prior semester.
- Students with more than one incomplete grade in prior semesters will not

be permitted to register for subsequent semesters.

- Students whose overall GPAs are less than 3.0 in the preceding semester will not be permitted to register for the following semester.
- Students with a pattern of incomplete coursework and absences from final examinations may be dismissed from the program.

GRADE APPEAL PROCEDURE

Students should attempt to resolve issues involving grades with their instructor. If the issue(s) cannot be resolved with the instructor, students may request an independent review of their grades by submitting the required form to the Director or Associate Director within thirty (30) calendar days from the time that final course grades are posted to Web Advisor. The student is required to identify: (1) the component of the final grade that is being appealed (midterm, SMAC, final exam, or participation), (2) the specific issue(s) being appealed, and (3) the reason(s) the student believes additional credit is warranted.

REPEATED COURSES

A student who receives an unsatisfactory grade in a course specifically required for the degree, may request the Director's approval to repeat the course. In addition, the Graduate Committee on Academic Development may mandate that one or more courses be repeated if a cumulative grade point average of 3.0 is not achieved, or if a concentration GPA of 2.0 is not achieved or if a minimum grade of C is not earned in each concentration course (ACC, HCM, HRM or OM). In such cases, the Director may permit or direct the student to repeat a course(s) in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index. The student is liable for the tuition and fees incurred for repeated courses.

REINSTATEMENT

Students who have been dismissed because of their unsatisfactory academic progress may apply to be readmitted to the College. The procedure requires a written request addressed to the Dean of the School of Professional and Graduate Studies. This request should address the changes in the student's life that have occurred since their dismissal, which will increase their chances for academic success. The Dean's decision will be based upon: an assessment of the student's previous academic record, their potential for success based upon evidence of their increased motivation, a possible interview, and consultation with the Director and instructors.

Students who have been reinstated are responsible for contacting the Office of Financial Aid to discuss the conditions, if any, which must be satisfied in order to obtain financial aid.

CURRICULUM

MS in Management

Core Requirements		Credits
MGT 500	Leadership and Managerial Development	3
MGT 510	Legal Issues in Management	3
MGT 520	Organizational Theory and Design	3
MGT 525	Marketing Concepts and Strategies	3
MGT 530	Management Information Systems	3
MGT 545	Financial Accounting and Analysis	3
MGT 610	Statistical Applications in Research and Management	3
MGT 690	Integrative Analysis in Management	3
		<u>24</u>

Organizational Management Concentration

OM 550	Strategic Human Resources Management	3
OM 630	Managerial Economics	3
OM 651	Project Management	3
OM 670	Strategic Planning and Management	3
		<u>12</u>

OR

Health Care Management Concentration

		Credits
HCM 560	Health Care Services and Systems	3
HCM 641	Health Care Finance and Reimbursement	3
HCM 660	Health Care Operations Management	3
HCM 680	Health Care Strategic Planning	3
		<u>12</u>

OR

Human Resources Management Concentration

HRM 550	Strategic Human Resources Management	3
HRM 645	Staffing and Employee Development	3
HRM 665	Employment Law	3
HRM 685	Compensation and Benefits Management	3
		<u>12</u>

Total Credits 36

Executive MBA

MGT 500	Leadership and Managerial Development	3
MGT 510	Legal Issues in Management	3
MGT 520	Organizational Theory and Design	3
MGT 525	Marketing Concepts and Strategies	3
MGT 530	Management Information Systems	3
MGT 545	Financial Accounting and Analysis	3
MGT 550	Strategic Human Resources Management	3
MGT 610	Statistical Applications in Research and Management	3
MGT 655	Operations and Quality Management	3
MGT 662	Corporate Financial Management	3
MGT 670	Strategic Planning and Management	3
MGT 690	Integrative Analysis in Management	3
		<u>36</u>

Total Credits 36

MBA in Accounting

MGT 500	Leadership and Managerial Development	3
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MGT 510	Legal Issues in Management	3
MGT 530	Management Information Systems	3
MGT 550	Strategic Human Resources Management	3
MGT 610	Statistical Applications in Research and Management	3
MGT 630	Managerial Economics	3
MGT 662	Corporate Financial Management	3
MGT 690	Integrative Analysis in Management	3
ACC 545	Financial Accounting and Analysis	3
ACC 555	Advanced Federal Income Taxation	3
ACC 665	Financial Accounting Theory and Research	3
ACC 675	Advanced Auditing	3

Total Credits 36

MBA in Health Care Management

MGT 500	Leadership and Managerial Development	3
MGT 520	Organizational Theory and Design	3
MGT 525	Marketing Concepts and Strategies	3
MGT 610	Statistical Applications in Research & Management	3
MGT 655	Operations and Quality Management	3
MGT 690	Integrative Analysis in Management	3
HCM 511	Health Care Law and Medical Ethics	3
HCM 532	Management of Health Care Information Systems	3
HCM 560	Health Care Services and Systems	3
HCM 641	Health Care Finance and Reimbursement	3
HCM 660	Health Care Operations Management	3
HCM 680	Health Care Strategic Planning	3

Total Credits 36

MBA in Health Care Management—Health Information Systems Concentration

		Credits
MGT 500	Leadership and Managerial Development	3
MGT 520	Organizational Theory and Design	3
MGT 525	Marketing Concepts and Strategies	3
MGT 610	Statistical Applications in Research & Management	3
MGT 655	Operations and Quality Management	3
MGT 690	Integrative Analysis in Management	3
HCM 511	Health Care Law and Medical Ethics	3
HCM 532	Management of Health Care Information Systems	3
HCM 560	Health Care Services and Systems	3
HCM 641	Health Care Finance and Reimbursement	3
HCM 651	Project Management	3
HCM 681	Strategic Planning in Health Care Information Systems	3

Total Credits 36

Advanced Certificate in Human Resources Management

MGT 500	Leadership and Managerial Development	3
HRM 550	Strategic Human Resources Management	3
HRM 645	Staffing and Employee Development	3
HRM 665	Employment Law	3
HRM 685	Compensation and Benefits Management	3

Total Credits 15

Advanced Certificate in Health Care Management

MGT 500	Leadership and Managerial Development	3
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HCM 511	Health Care Law and Medical Ethics	3
HCM 560	Health Care Services and Systems	3
HCM 641	Health Care Finance and Reimbursement	3
HCM 660	Health Care Operations Management	3
		Total Credits 15

Advanced Certificate in Management of Health Information Systems

MGT 500	Leadership and Managerial Development	3
HCM 532	Management of Health Care Information Systems	3
HCM 560	Health Care Services and Systems	3
HCM 651	Project Management	3
HCM 681	Strategic Planning in Health Care Information Systems	3
		Total Credits 15

COURSE DESCRIPTIONS

ACC/MGT 545 FINANCIAL ACCOUNTING AND ANALYSIS 3 credits

This course provides the student with a study of how executives and line managers use financial information. An examination of financial statements and financial and managerial accounting concepts are undertaken to help students increase their understanding of how financial information can be used to make better business decisions. Students will learn how accounting information can be used to facilitate the management of the human resources, operations and marketing functions. *Note: Online EMBA students must take the final exam on campus.*

Prerequisite: ACC 200 or ACC 211

ACC 555 ADVANCED FEDERAL INCOME TAXATION 3 credits

Students will study and learn how to apply tax statutes to varying fact patterns with the goal of obtaining the most favorable outcome for the taxpayer. Tax research, communication of research results and professional responsibilities of tax practitioners will be integrated throughout the course. Topics include property transactions, corporate organization, capital structure and distributions, partnerships, S corporations, exempt entities, trusts and estates. A case study approach and electronic applications to research, tax planning and compliance will provide the framework for learning.

Prerequisite: ACC 215

ACC 665 FINANCIAL ACCOUNTING THEORY AND RESEARCH 3 credits

This course provides students with an opportunity to research, analyze and discuss advanced financial reporting and disclosure issues. Engagement performance and ethical considerations at both the firm and individual levels will be addressed. Select specialized industry accounting practices and regulatory issues will also be examined.

Prerequisites: ACC 242 and ACC/MGT 545

ACC 675 ADVANCED AUDITING**3 credits**

This course provides the student with an opportunity to examine auditing standards and their relationship to recent developments in auditing practice. Financial frauds, their impact on financial reporting and the auditors' response will be evaluated. Internal and operational auditing, external and compliance auditing and professional ethics will be emphasized. Audit research case studies will provide the framework for learning.

Prerequisites: ACC 242, ACC 317, ACC 320 and ACC/MGT 545

HCM 511 HEALTH CARE LAW AND MEDICAL ETHICS**3 credits**

This course will focus on the principles and theories of law and medical ethics as they relate to health care management and administration. Students will learn to apply these learned principles to their actual management/administrative practice. The Health Care Law component will examine application of law, both generally and in relation to health care liability and risks facing health care managers and practitioners today. The Medical Ethics Component will focus on the many principles and theories of ethics as they relate to health care delivery, as well as health care administration.

Prerequisites: HA 481 and CHA 430

**HCM 532 MANAGEMENT OF HEALTH CARE INFORMATION
SYSTEMS****3 credits**

This course builds the foundation for effectively managing health care information systems by studying two components: technology basics and health care applications. Basic technology areas of hardware, operating systems, software, database management, standards and privacy are covered. Students learn how clinical information is transformed into digital data through various coding systems (i.e., CPT). The course concludes with an extensive review of prominent health care programs such as electronic health records, computerized provided order entry, bar-coding, and e-health applications with emphasis on their role in delivering more efficient and higher quality care.

Prerequisites: HA 481 and CHA 430 and either HA 493, COM 140 or COM 141

HCM 560 HEALTH CARE SERVICES AND SYSTEMS**3 credits**

This course describes the changes in the components of the U.S. health care systems including historic and current factors influencing the delivery and provision of health care services and products. Particular attention is paid to political and social forces that are responsible for those changes.

Prerequisites: HA 481 and CHA 430 or NU 450

HCM 641 HEALTH CARE FINANCE AND REIMBURSEMENT 3 credits

This course focuses on the financial drivers of the U.S. health care system. Particular emphasis will be given to how the unique features of the American health care system's financial condition and reimbursement methodologies are shaped by public policy, market forces, medical innovation, and demographic factors. Understanding and transforming financial metrics into management reports will be fully explored.

Prerequisites: HA 481 and CHA 496 and CHA 430 or NU 450

HCM/OM 651 PROJECT MANAGEMENT 3 credits

This course presents project management in a holistic, balanced perspective. The importance of both the technical and behavioral aspects of project management is recognized. The major issues encountered domestically and abroad are addressed. The students are provided a road map for managing any type of project, including those relating to: information technology, healthcare, government and business. The course methodology focuses on the application of course concepts via exercises and case studies. Teamwork provides the framework for learning.

Prerequisite: HCM 532 (for MBA in HCM/HIS students only)

HCM 660 HEALTH CARE OPERATIONS MANAGEMENT 3 credits

This course focuses on managing organizations that deliver health services and products. Health service managers must be prepared to confront change—a constant in this environment. Emphasis is placed on both present and future trends, and a case study approach is utilized.

Prerequisite: HCM 560

HCM 680 HEALTH CARE STRATEGIC PLANNING 3 credits

This course focuses on the rapid growth and the changing environment of health care organizations, both for-profits and not-for-profits, and strategic leadership, which is essential for success. Health care managers will be taught how to develop a strategic management plan, including the dynamics of the environment and the methods required to position their organizations for success.

Prerequisite: HCM 560

INFORMATION SYSTEMS

This course empowers health care students with the skills and knowledge to create business value through information systems. The alignment of business and IT strategies as a source of competitive advantage and mission fulfillment is the focus of this course. Students learn how to develop a strategic IT plan that addresses the social, organizational, economic, cultural and political dimensions encountered in deployment of major systems. Case studies from other industries will be analyzed to better understand how the challenges and opportunities entailed in the strategic management of information systems can be successfully addressed in a health care environment.

MANAGEMENT

This course is designed to explore human resources management in organizations. Students will investigate human resources issues, strategies and tactics currently being utilized in organizations as well as future trends where the human resources function is an integral part of the business strategy.

3 credits

This course is designed to provide a detailed analysis of the utilization of employees within the organization by focusing on the selection and placement of employees and the development of those employees throughout their careers. Specific attention will be placed on the development of specific employment, staffing, retention, training and development programs and how these affect the individual as well as the achievement of the organization's overall strategic objectives.

3 credits

This course is designed to provide an overview of private sector fair employment practices laws and other employment laws that impact the workplace. Students will become acquainted with those various laws and understand how to apply the legal principles learned to the day-to-day activities in the human resources function of an organization.

3 credits

This course is designed to acquaint the students with compensation and benefits programs as they relate to human resources programs within organizations. Students will investigate compensation and benefits issues as they are addressed by society as a whole and utilized within organizations.

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MGT 500 LEADERSHIP AND MANAGERIAL DEVELOPMENT 3 credits

This course will provide students with an opportunity to create a plan for developing the abilities associated with superior managerial performance. It will also provide an orientation to the self-directed, active learning methods of the entire program. This course explores contemporary ideas on effective leadership and management. Team exercises, case studies and assessment tools provide the framework for learning. This course must be taken in the student's first semester.

MGT 510 LEGAL ISSUES IN MANAGEMENT 3 credits

This course is designed to provide students with an introduction to critical legal issues that impact the manager's role in the workplace. Issues addressed in this course include an overview of the legal environment in the United States, the court system and the growing trend in the use of alternative dispute resolution mechanisms, contracts, business torts and criminal laws, employment law issues affecting management decision-making, international and cyber law issues and ethical concerns in today's business environment.

MGT 520 ORGANIZATIONAL THEORY AND DESIGN 3 credits

This course will study how organizations function, how they affect and are affected by the environment and the process by which managers select and manage aspects of structure and culture in order to achieve organizational goals. The roles of abilities associated with managerial effectiveness are explored. Team exercises and cases provide a framework for learning.

Prerequisites BUS 100 or BUS 130 or HA 481 or NU 430 (MBA in HCM students must complete HA 481 or NU 430)

MGT 525 MARKETING CONCEPTS AND STRATEGIES 3 credits

This course is designed to provide students with the opportunity to develop the core marketing competencies essential to the successful operation of any organization. The course focuses on the marketing concept and proceeds to the development of a marketing strategy within the framework of an organization's strategic plan. Students will interact with each other in cases, which illustrate and apply marketing principles and will culminate in a project that applies those principles to a workplace or industry issue or project.

MGT 530 MANAGEMENT INFORMATION SYSTEMS 3 credits

This course provides students with a practical approach to the effective use of information technology in organizations. Students will learn how to manage and use information in making key project management decisions. Legal and ethical issues in information technology are discussed. Modern systems analysis and design techniques are explored. Examples and case studies are drawn from actual experiences to provide students with information technology solutions to business problems.

Prerequisite: COM 140 or COM 141

**MGT 610 STATISTICAL APPLICATIONS IN RESEARCH
AND MANAGEMENT**

3 credits

This course will introduce students to the use of statistical methods and reasoning to help managers make better decisions and improve performance. Specific topics include: probability, sampling techniques, multiple regression, time series analysis, statistical quality control methods, test of hypothesis and design of experiments. These statistical concepts will be applied in a term project to improve quality and productivity. *Note: Online EMBA students must take final exam on campus.*

Prerequisite: MAT 151 or BUS 222, and MGT 500 and four other 500 level courses.

MGT/OM 630 MANAGERIAL ECONOMICS

3 credits

This course focuses on the study of resource allocation decisions that are made by all types of managers within organizations. The students are provided with the theory and tools essential to the analysis and solution of those problems that have economic consequences. It also explores the constraints imposed on the decision maker (manager) by the global environment.

Prerequisite: BUS 226

MGT 655 OPERATIONS AND QUALITY MANAGEMENT

3 credits

This course focuses on contemporary practices, ones that have proven to be successful in the management of operations and quality. An interdisciplinary approach is employed so that students learn how operations relate throughout the whole business. Emphasis is on the service sector, with recognition of global competition. Analysis of case studies and teamwork provide the framework for learning.

Prerequisite: MGT 610

MGT 662 CORPORATE FINANCIAL MANAGEMENT

3 credits

This course provides an in-depth perspective on the principles of corporate finance. It focuses on capital budgeting and project management, portfolio theory and valuation, capital structure and dividend policy, working capital analysis and the link between risk and return. *Note: Online EMBA students must take final exam on campus.*

Prerequisites: BUS 120 or BUS 226 or CHA 496, and MGT 545

MGT/OM 670 STRATEGIC PLANNING AND MANAGEMENT

3 credits

This course provides students with skills to create, implement and execute successful business strategies. It begins with the definition of the institution's key objectives and mission statement. It discusses the effective use of information technology, globalization and legal, ethical and social responsibility issues. Students will develop or analyze a strategic plan for a new or existing organization or subunit.

Prerequisite: MGT 545

MGT 690 INTEGRATIVE ANALYSIS IN MANAGEMENT 3 credits

This course provides comprehensive coverage of the research process in organizations. It enables students to understand the nature of the scientific method as applied to managerial concerns. Students receive didactic instruction in research methods and are given an opportunity to create and execute independent, work-related research projects or to prepare a publishable article. This course also provides students with an opportunity to review and evaluate the progress made in developing their managerial abilities over the course of the program. This evaluation serves as the basis for updating the students' managerial abilities development plans created at the beginning of the program.

Prerequisite: MGT 610 and departmental approval. This course can only be taken as part of a student's last six to nine credits.

Master of Science with a Major in Nursing

Barbara Sands, R.N., Ph.D, C.N.E., Director

Maria Fletcher, R.N., Ph.D., Coordinator, Brooklyn Campus

Florence Jerdan, R.N., Ph.D., ANP-C, C.N.E., Coordinator, Long Island Campus

PROGRAM DESCRIPTION

Designed for working professionals, the Master of Science Degree with a Major in Nursing can be completed in seven semesters of part-time study. The graduate curriculum, which consists of a core and specialty concentrations, builds on the knowledge base and practice competencies of the baccalaureate-prepared nurse and prepares the graduate for advanced professional practice.

The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult Health, and Nursing Education. Graduates of the C.N.S. concentration (38 credits) will be prepared to actualize the multi-faceted role of the C.N.S. in a variety of health care settings reflecting the three spheres of patient/client, nurses and nursing practice, and organization/systems. Graduates of the Nursing Education concentration (37 credits) will be prepared to assume nurse educator positions in either academic or service settings or in patient education.

The graduate nursing program is accredited by the National League for Nursing Accrediting Commission.

Each graduate class enters, in the Fall semester only, as a cohort group, attending classes one day per week during the Fall and Spring semesters and one summer. Additional hours are required for clinical/practicum courses and are specified in course descriptions.

MISSION AND GOALS

The Mission of the Department of Nursing is to provide professional nursing education at the undergraduate and graduate levels that:

- encourages students to think critically and to utilize nursing theory, related sciences and humanities to improve their practice;
- assists student to internalize professional values and standards of practice;
- provides learning experiences that acknowledge the needs of a diversified student population with varied nursing practice experience;
- encourages students to actively participate in all aspects of their educational experiences;
- promotes tolerance and acceptance of diversity in individuals, groups and organizations;
- facilitates student development of a spirit of inquiry, personal satisfaction, and a commitment to lifelong learning;
- supports the advancement of knowledge and the nursing profession through scholarly, and creative endeavors;
- reflects socially responsible standards of professional nursing.

PROGRAM OUTCOMES:

Graduates will:

1. Demonstrate a philosophy of nursing that is holistic, compassionate and sensitive to culture, race and ethnic diversity in health practices.
2. Synthesize theoretical and empirical knowledge from nursing and the human and natural sciences to provide rationale for Advanced Practice Nursing.
3. Demonstrate the ability to analyze implications of legal and ethical accountability of the Advanced Practice Nurse.
4. Assume ethical accountability for the quality of one's own Advanced Practice.
5. Engage in scholarly inquiry to improve nursing education and practice; provide quality health care and initiate change.
6. Prepare to function in the role of the Advanced Practice Nurse upon graduation to serve as leader/change agent in advancing the practice of nursing and nursing education to achieve desired outcomes.
7. Formulate a commitment to continued professional development and lifelong learning in the pursuit of excellence in the Advanced Practice role.

PROGRAM PURPOSES:

1. Builds on the knowledge base and practice competencies of the baccalaureate-prepared nurse, and prepares the graduate for advanced professional practice.
2. Graduates of the Clinical Nurse Specialist in Adult Health concentration will be prepared to actualize the multi-faceted role of the CNS in a variety of health care settings reflecting the three spheres of patient/client, nurses and nursing practice, and organizations/systems.
3. Graduates of the Nursing Education concentration will be prepared for nurse educator positions in either academic or in service settings or in patient education.
4. The program provides a foundation for doctoral education in nursing.
5. The program provides the knowledge base and experiences that will support the transition to advanced practice nursing.

ADMISSION PROCEDURES

Application Procedures:

Applicants for admission to the graduate program must meet the following requirements:

1. Possess a Bachelor of Science Degree with a Major in Nursing from a nationally accredited nursing program (NLNAC or CCNE).
2. Have completed one year of professional clinical practice prior to admission.
3. Provide proof of New York State R.N. licensure and current professional registration.

4. Demonstrate an undergraduate GPA of 3.0 on a 4.0 scale. Preference will be given to applicants with a GPA of 3.3 or above.
5. Provide proof of certification in basic life support prior to entering the clinical practicum.
6. Meet all current College and program health requirements and provide documentation. New York State requires all students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Department of Nursing office prior to enrollment. In addition, students must complete a Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law. Please note that additional requirements will apply to clinical practicums. These requirements are addressed under the practicum component of courses and include health clearance, proof of malpractice insurance, CPR certification and documentation of health insurance. Additional malpractice fees also apply. Students will also be required to meet criteria determined by the clinical agencies to which they are assigned.
7. Submit a current curriculum vitae and personal statement.
8. Submit two letters of recommendation. At least one letter of reference must be from a current or recent clinical supervisor who can address clinical competence. It is also preferable to include one letter of reference from an academic source.
9. Submit official transcripts of undergraduate course work.
10. Complete a pre-admission interview.
11. Applicants must also have completed prerequisite courses, including an undergraduate health assessment course and an undergraduate statistics course.

Admission Process

Applicants are admitted in the Fall semester only.

Candidates must submit the following documents together in this self-managed application process. No application will be reviewed if it is incomplete.

Completed packets will contain:

Checklist form

Letters of reference in signed/sealed envelopes

Official transcripts in sealed envelopes

Verification of Employment form

Current Curriculum Vitae

Application with personal statement

Proof of RN registration

Proof of Malpractice Insurance

A \$25.00 non-refundable application fee made payable to
St. Joseph's College

Submit the completed packet with the checklist form in the envelope provided to the Office of Professional and Graduate Studies Admissions. Further information can be obtained on the College website (www.sjcnj.edu).

Under special circumstances, the admission committee may consider a conditional admission to the graduate nursing program.

1. Students admitted with an overall undergraduate GPA below 3.0, will be admitted on a Conditional Status basis. The student must complete the first two semesters with a grade of B (3.0) or above in each course and a cumulative grade point average of 3.0 or above per semester in order to meet the academic requirements of the Graduate Nursing Program. Failure to meet these requirements will result in dismissal from the Graduate Nursing Program. After meeting the specific academic requirements, the graduate nursing student will achieve full matriculation status in the Graduate Nursing Program.
2. Students admitted who have graduated from a non-accredited (NLNAC or CCNE) undergraduate program will be admitted on a Conditional Status basis. The student must complete the first two semesters with a grade of B (3.0) or above in each course and a cumulative grade point average of 3.0 or above per semester in order to meet the requirements of the Graduate Nursing Program. Failure to meet these requirements will result in dismissal from the Graduate Nursing Program. After meeting the specific requirements, the graduate nursing student will achieve full matriculation status in the Graduate Nursing Program.

DEFERMENT OF ADMISSION

If a graduate nursing student is admitted into the Graduate Nursing Program and cannot matriculate in the entering cohort class, a request for deferment of admission must be submitted. Deferments are only granted for one year. Request for deferment of admission must be sent in writing to the Director, Department of Nursing, and must specify the reason for seeking the deferment. Each request is reviewed on its individual merits, and deferments are not granted automatically. Requests for deferment must be submitted between the time of admission to the program and registration. Graduate nursing students who wish to activate their deferred admission should write to the Director, Department of Nursing, by June 1st, two months before the beginning of the Fall semester. Failure to do so will result in having to re-apply to the Graduate Nursing Program

St. Joseph's College, Department of Nursing, reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

TRANSFER CREDIT

Students who are accepted as transfers from another graduate program may be allowed to transfer in a maximum of 6 credits in equivalent course work. Equivalence will be determined by the Office of the Registrar in consultation with the Director, Department of Nursing.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Master of Science with a Major in Nursing scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, as the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CHANGE OF CONCENTRATION

A change of program concentration may be approved prior to June 1st of the first year in the Nursing Graduate Program if there is space available in the desired concentration and the student is in good academic standing.

The procedures for a change in concentration require that the student

1. complete required advisement with the nursing graduate coordinator.
2. complete a written request for permission to change concentration.
3. sign the request form and submit.

Requests for changes in concentration will be reviewed by the Graduate Nursing Coordinator on the student's respective campus and must be approved by the Program Director.

PROCEDURES FOR INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework/clinical or practicum components will be strictly enforced. An extension of time to complete coursework, clinical components, or practicum experiences will be granted only when very unusual, extenuating circumstances exist, and only after consultation with the course instructor. Approval will also be required from the Coordinator of Graduate Nursing Studies on the respective campus as well as from the Director of the Nursing Department. Proof of extenuating circumstances will be required when the request for an incomplete is made.

An incomplete in either coursework or the clinical or practicum components may result in the need to withdraw from the original cohort group unless the incomplete is resolved prior to the beginning of the next semester. Due dates for the completion of incomplete coursework/clinical/practicum hours are specified in the Graduate Nursing Program Student Handbook and on the Incomplete request form.

If approval is granted for an incomplete, the incomplete form will be signed by the student, by the course instructor, by the Coordinator of Graduate Nursing Studies, and by the Nursing Program Director. It will then be submitted to the Registrar's office. It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework

or clinical practicum documentation by the date indicated on the incomplete form. Failure to comply with the above procedures and specified timelines will result in a student receiving a zero (coursework) or failure (clinical/practicum components) for the missing work. Students with incomplete grades will not be permitted to register for the subsequent semester until the outstanding incomplete grade is removed.

The instructor reserves the right to reduce the grade on incomplete coursework or clinical/practicum components in addition to any other reduction in grade already imposed for the late submission of coursework/clinical/practicum components.

An Incomplete grade in the clinical/practicum components of a course will result in the imposition of a \$500.00 fee for continued faculty supervision.

GRADE APPEAL PROCEDURE

1. If a student in the graduate nursing program wishes to appeal a grade, the appeal should be directed to the Director of the Nursing Department within five (5) days of the posting of the grade. The student will be encouraged to meet with the involved faculty member.
2. In the event that the student and the instructor do not confer, or the matter cannot be resolved through discussion, an Ad Hoc nursing faculty committee will be convened by the Director. The Coordinator of the Graduate Program, Brooklyn or Long Island Campus, will chair this Ad Hoc committee. In the event that the Coordinator is the instructor for the course grade in question, the Coordinator on the opposite campus will assume chairmanship of the Committee.
3. The student will submit the appeal in writing to the Ad Hoc faculty committee within seven (7) days subsequent to the meeting with the instructor. All relevant materials should be submitted at this time.
4. The Ad Hoc faculty committee will obtain all tests, papers, grade breakdowns, preceptor evaluations (if applicable), the course outline and all other relevant course materials.
5. The Ad Hoc faculty committee will review all submitted materials and consult with the faculty member and preceptor (if applicable). A change in or retention of the grade will be the responsibility of the faculty member. The student will be contacted at the completion of this process.
6. If, however, the matter cannot be settled by agreement between the faculty member and the Ad Hoc committee, or if the student disagrees with the decision reached in the step above, the decision may be appealed to the Director, who may seek consultation with objective parties as needed.
7. If the student disagrees with the decision reached by the Director, the student may appeal, in writing, the decision of the Director to the Provost within 7 (seven) days of the Director's decision. The Provost or her designee will meet with the student. If the student disagrees with the Provost, the student may appeal to the President. The President's decision will be final.

REPEATED COURSES

A minimum grade point average of 3.0 is required each semester as well as a cumulative grade point average of 3.0 for graduation.

A grade of B (83.0 or above) must be achieved in all courses. Failure to achieve a grade of B in a graduate nursing course prohibits students from enrolling in the subsequent nursing course.

If a grade below B (83.0 or above) is received in a graduate nursing course, the course may be repeated once upon recommendation of the nursing faculty. A grade of B (83.0) or higher must be earned the next time the course is offered.

Clinical practicums are graded on a Pass/Fail basis. A failing grade in a clinical practicum will result in dismissal from the program for academic reasons. No repeat will be allowed in clinical practicums.

DEGREE REQUIREMENTS

1. Completion of approved program of study with a minimum cumulative grade point average of 3.0 required for graduation.
 - a. A minimum of 38 credits for the CNS in Adult Health concentration; including **525 clinical hours** on a Pass basis.
 - b. A minimum of 37 credits for the Nursing Education concentration; including **100 practicum hours** on a Pass basis.

2. Completion of the program of study within a minimum of seven semesters.
3. Successful completion of the Comprehensive Examination with a grade of B (3.0) or above.

All students must successfully pass a comprehensive examination with a grade of B (83.0) or higher to graduate from the program. This examination will be administered during the last semester of the program. Any student who fails this comprehensive examination may be allowed one retake at the discretion of the nursing faculty. A grade of B (83.0) or higher must be achieved on the retake. Failure to achieve a B or higher will result in academic dismissal from the program.

4. Graduate students must complete the Application for Graduation form and submit to the Registrar's Office in the semester previous to when they expect to receive their degree.

CURRICULUM

Core Concentrations:

Core Courses (Required Of All Concentrations)		Credits
NU 500	Theoretical Bases for Advanced Practice Nursing	4
NU 510	Transition to Advanced Practice Nursing	3
NU 530	Ethics and Public Policy in the Health Care Delivery System	3
NU 531	Advanced Physiology and Pathophysiology Across the Life Span	3
NU 540	Advanced Pharmacology	3
NU 550	Advanced Health Assessment	3
NU 620	Advanced Statistics in Nursing Research	3
NU 660	Advanced Nursing Research	3
		<hr/> 25

Concentration Requirements

Clinical Nurse Specialist in Adult Health

NU 610	Advanced Nursing Practice I Health Assessment	1
NU 650	Advanced CNS Nursing Practice II	3
NU 665	Advanced CNS Nursing Practice III	3
NU 670	Advanced CNS Nursing Practice IV	3
	Nursing Elective	3
		<hr/> 13

OR

Nursing Education

NU 630	Foundations of Nursing Education	3
NU 635	Curriculum Development in Nursing Education	3
NU 640	Instructional Strategies and Evaluation in Nursing Education	3
NU 645	Practicum in Nursing Education	3
		<hr/> 12

Graduates of the Clinical Nurse Specialist in Adult Health concentration are required to complete 38 credits of didactic and clinical graduate instruction to graduate from the program.

Graduates of the Nursing Education concentration are required to complete 37 credits of didactic instruction and a nursing education practicum from the program.

COURSE DESCRIPTIONS

Graduate students enter as a cohort group and must complete each course as scheduled in the course sequence in order to progress in the program. The course schedule is available in the admission packet provided to prospective students.

CORE COURSES

NU 500 THEORETICAL BASES FOR ADVANCED PRACTICE NURSING 4 credits

The focus of this course is the study of a wide range of theories from nursing and related sciences that support and inform advanced practice nursing. Emphasis will be placed on evaluating and critiquing a variety of theories from nursing, as well as the natural, social, organizational and biological sciences. Students will be prepared to apply and utilize various theories in practice that support a holistic approach to patient care, a firm foundation for theory application in health care organizations, and an emphasis on population-based care. Specific emphasis will be placed on direct application and evaluation of the Roy Adaptation Model in advanced practice nursing. Four hours a week, one semester.

NU 510 TRANSITION TO ADVANCED PRACTICE NURSING 3 credits

The student engages in the study of various components of the advanced practice role in nursing from an historical and contemporary perspective. Theoretical and scientific foundations that support the advanced practice role are explored. Specific role competencies integral to successful advanced practice nursing are critically examined. Ethical, legal, financial and regulatory issues are examined as they relate to proactive advanced practice in an interdisciplinary and evolving health care system. Three hours a week, one semester.

NU 530 ETHICS AND PUBLIC POLICY IN THE HEALTH CARE DELIVERY SYSTEM 3 credits

This foundational course provides an overview of the structure, regulation, and financing of the health care system in the United States with particular emphasis on the identification and analysis of related ethical issues. The development, implementation and evaluation of public policy is addressed with particular attention paid to the role of the advanced practice nurse in effecting change and promoting quality in the current system. Comparative analysis of other health care systems aids in the evaluation of contemporary issues and policy concerns in the United States. Historical, philosophical, and political perspectives are incorporated into the discussion of contemporary issues and trends. Three hours a week, one semester.

NU 531 ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY 3 credits
ACROSS THE LIFE SPAN

This course deals with advanced physiology and pathophysiological concepts and principles and their relationship to causative factors of disease across the life span. Emphasis is placed on common pathophysiologic processes relevant to advanced practice nursing. Current research findings are integrated throughout the course and a problem-based approach is used to address implications for advanced practice nursing. Three hours a week, one semester.

Prerequisites: NU 500, NU 510

Co-requisite: NU 550

NU 540 ADVANCED PHARMACOLOGY 3 credits

This course focuses on pharmacokinetics and pharmacodynamics in relation to the clinical applications of the major drug classifications. Emphasis is placed on the safe and competent use of drug therapy to manage common health problems across the life span. Issues related to clinical pharmacology with special populations are addressed. Legal issues related to prescription writing in advanced practice nursing are explored. A problem-based case study method will be utilized throughout the course. Ethical issues related to clinical decision making, access to therapy, and drug research will be addressed. Effective patient education will be stressed throughout the course. Three hours a week, one semester.

Prerequisites: NU 500, NU 510, NU 550, NU 531

NU 550 ADVANCED HEALTH ASSESSMENT 3 credits

This course provides both a theoretical and clinical foundation for advanced assessment of clients across the life span. Students will develop skill in interviewing, history-taking, and documentation of a holistic assessment of clients across the life span. The course will focus on health promotion, identification and analysis of common abnormal findings, an appreciation of developmental and functional deviations, the process of developing differential diagnosis, and advanced clinical judgment. The Roy Adaptation Model will provide the primary theoretical basis for advanced nursing practice. This course incorporates a laboratory component. Four hours a week (two hours lecture and two hours of lab), one semester.

Prerequisites: Undergraduate health assessment course

Co-requisite: NU 531

NU 620 ADVANCED STATISTICS IN NURSING RESEARCH 3 credits

This course introduces the graduate student to the application of statistical methods in research related to nursing and the health professions, and serves as a foundation for NU 660. Students will be introduced to key concepts and principles in statistical analysis and inference. The purpose, assumptions, selection, calculation and interpretation of selected statistical procedures will be explored. Statistical methods in selected research studies will be critiqued. Evaluation of research findings for evidence-based practice or scholarly inquiry will be addressed. Students will utilize a statistical computer program for the preparation and analysis of data sets. Analysis of qualitative studies will also be incorporated. Three hours a week, one semester.

Prerequisites: Undergraduate statistics course

NU 660 ADVANCED NURSING RESEARCH 3 credits

The course focuses on the role of research in advanced practice nursing. Epistemological and philosophical issues related to the use of the scientific method in nursing are explored. The steps of the research process are examined in depth. Emphasis is placed on the ethics of nursing research and the exploration of clinical research to support advanced practice nursing. Qualitative and Quantitative methods are analyzed and compared. Students are expected to identify a research interest that will lead to a research proposal. The use of computer technology is integrated throughout the course. Evidence-based research and its relevance to advanced practice nursing will be emphasized. Three hours a week, one semester.

Prerequisites: NU 500, NU 510, NU 620

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

CONCENTRATION COURSES

CLINICAL NURSE SPECIALIST IN ADULT HEALTH

NU 610 ADVANCED NURSING PRACTICE I 1 credit
HEALTH ASSESSMENT

This course provides a holistic approach to the knowledge base and skills necessary for advanced nursing practice. Students need to demonstrate mastery of health assessment skills (physical examinations and health histories) for individuals within family, environment and socio-cultural concepts. There will be planned didactic and clinical experiences to refine assessment skills and interviewing techniques as an advanced practice nurse. Health promotion, health risk appraisal, health maintenance and disease prevention are emphasized in relationship to age-specific clients, utilizing both advanced nursing theory and a systems approach. Three hours seminar per week, fifty clinical hours of practicum, one semester.

Prerequisite: NU 550

NU 650 ADVANCED CNS NURSING PRACTICE II 3 credits

This course focuses on the nursing process elements of assessment, diagnosis, outcome identification, planning, intervention, and evaluation. Using a holistic orientation, the student will work in partnership with the patient/client/family/community in designing a plan of care for health promotion, health maintenance, disease prevention and illness/injury management. The student will utilize the Roy Adaptation Model to identify and differentiate between disease-based and non-disease based etiologies. The student will be expected to achieve the competencies and outcomes of this influence as well as demonstrate the four essential characteristics of the CNS. Legal and ethical issues of advanced practice will also be explored. The student will develop competence in this sphere through preceptorship with a CNS as well as through weekly seminars. Three hours seminar per week, one hundred fifty hours of practicum, one semester.

Prerequisites: NU 500, NU 510, NU 550, NU 531, NU 540, NU 610

NU 665 ADVANCED CNS NURSING PRACTICE III 3 credits

The CNS as leader/mentor/consultant and change agent will be explored and analyzed in relation to the advancement of nursing practice. This course focuses on the identification of problems and opportunities for improvement: factors that contribute to resource management needs and outcomes; and the development and evaluation of innovative solutions that will promote quality, cost effective and efficient nursing care. The legal and ethical issues of advanced practice will be explored in their relationship to the CNS practice. The student will develop competence in this sphere through preceptorship with a CNS as well as through weekly seminars. Three hours seminar per week, one hundred fifty hours of practicum, one semester.

Prerequisite: NU 650

NU 670 ADVANCED CNS NURSING PRACTICE IV 3 credits

This course focuses on the role of the CNS as it relates to organizational structure and processes, organizational culture, social context, human material and financial resources and public policy. The student will be expected to incorporate all three spheres of influence to improve patient outcomes while maintaining cost-effective care. Patient/Client care related to an individual, family, and community within the student's chosen specialty area will be integrated. The student will utilize this course to explore management, research and educational opportunities for the CNS. Three hours seminar per week, one hundred seventy-five hours of practicum, one semester.

Prerequisite or Co-requisite: NU 665

CONCENTRATION COURSES

CLINICAL NURSE SPECIALIST IN ADULT HEALTH

Elective Course Offerings

NU 535 HOLISTIC NURSING PRACTICE 3 credits

This course is designed to provide an introduction to holistic nursing and an overview of selected healing modalities such as therapeutic touch, relaxation, and guided imagery. Discussions, demonstrations, and/or experiential sessions are utilized to facilitate an understanding of these modalities. Emphasis is placed on theory-based practice. The implications of holistic nursing in advanced practice nursing and research are examined. Three hours seminar per week, one semester.

NU 536 ADVANCED NURSING PRACTICE AND GENETICS 3 credits

This course will explore the impact of the Human Genome Project and expanding genetic knowledge base on the clinical practice of nursing. Students will gain an understanding of the science of genetics as it relates to the genetic aspects of nursing and health care. Genetic concepts related to human heredity, genetic conditions, and treatment approaches will be explored. Emphasis will be placed on the integration of genetic knowledge into advanced nursing practice. Ethical, legal, social, and cultural aspects of the genetic advances in health care will be explored from a nursing perspective. Three hours seminar per week, one semester.

**NU 600 FAMILY THEORY FOR ADVANCED
PRACTICE NURSING 3 credits**

This course focuses on major theoretical frameworks which influence approaches to family study. Family-level assessment and intervention methods that derive from specific models are introduced. Emphasis is placed on the understandings and competencies needed to collaborate with families. Major cultural, economic, legal and ethical issues are discussed in relation to the changing nature of the family as a unit of care in today's society. Three hours seminar per week, one semester.

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

NURSING EDUCATION

NU 630 FOUNDATIONS OF NURSING EDUCATION 3 credits

This course will explore the historical issues and trends leading to the need for competency-based nursing education curricula. The advanced practice role of nurse educator in academia and in service-based organizations will be examined. Students will explore issues related to the adult learner, learning styles and the diversity of practice areas. Legal, regulatory and ethical issues in nursing education will be discussed. Three hours per week, one semester.

Prerequisites: NU 500, NU 510

NU 635 CURRICULUM DEVELOPMENT IN NURSING EDUCATION 3 credits

This course focuses on the application of theoretical concepts as they relate to curriculum development in an academic or health care setting. Students will examine models applicable to curriculum design in nursing. Analysis of the curriculum development process and major societal, educational, legal, regulatory, and professional forces affecting curriculum development in nursing are explored. Nursing theory as an educational framework is discussed. External evaluation and ethical considerations of curriculum development will be examined. Emphasis is on the design and evaluation of curriculum components in various types of nursing education programs. Three hours per week, one semester.

Prerequisite: NU 630

NU 640 INSTRUCTIONAL STRATEGIES AND EVALUATION IN NURSING EDUCATION 3 credits

The emphasis of this course is on teaching and learning theories and strategies. The student is exposed to a variety of modalities utilized in teaching both theory-based and clinical courses. Methods of educational measurement and evaluation are discussed. Content includes measurement and evaluation modalities, test construction, clinical evaluation and the relationship between measurement and educational decision-making. Factors that influence instruction and evaluation are discussed. Legal and ethical issues are explored. Three hours per week, one semester.

Prerequisite: NU 635

NU 645 PRACTICUM IN NURSING EDUCATION

3 credits

This course provides students the opportunity for application and analysis of the theories and concepts of assessment, instruction and evaluation while engaging in the role of educator. Through guided practice in academic and service-based settings, students will interface with faculty and agency personnel. Practicums will be individualized for each student. Weekly seminars provide opportunities for sharing of experiences, exchange of ideas, clarification of concerns, analysis of instructional and evaluation strategies, and use of group problem solving. Three hours seminar per week, one semester, one hundred hours of practicum.

Prerequisites: NU 630, NU 635, NU 640

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

Master of Science in Human Services Leadership

Carolyn Gallogly, Ph.D., Director, Long Island Campus

K. Candis Best, Ph.D., Director, Brooklyn Campus

PROGRAM DESCRIPTION

The St. Joseph's graduate program in human services leadership was designed around two interrelated concepts: the benefits accrued by focusing on developing specific competencies needed for success in the workplace and the importance of relating theoretical knowledge to the real world.

The program is solidly rooted in a groundbreaking, research-based approach: innovative scholarly investigation into the practices that promote self-leadership and a holistic approach to organizational development in the human services. Students will investigate the following competencies based on the holistic leadership model:

Values Domain

1. Mission Driven
2. Personal Integrity
3. Self Reflection
4. Collaboration
5. Culturally Responsive
6. Transdisciplinary Focus
7. Change Leadership
8. Efficacy Facilitation

Mediator Domain

1. Vision Centric
2. Systems Thinking
3. Talent Development
4. Interpersonal Agility
5. Knowledge Seeking
6. Self Development
7. Self Efficacy
8. Analytical Thinking
9. Strategic Orientation
10. Fiscal Literacy
11. Team Stewardship
12. Technology Embracing

Fulfillment Domain

1. Effective Communication
2. Professionalism
3. Relationship Building
4. Strategic Diplomacy
5. Service Partner Development
6. Advocacy
7. Achievement Orientation

8. Initiative
9. Innovative Thinking
10. Performance Measurement
11. Accountability

Competency Application Project (CAP)

Students in St. Joseph's graduate program in Human Services Leadership evaluate data from self-assessment and diagnostic instruments to determine their own strengths regarding the above listed competencies and will create an individualized plan to target those competencies they wish to specifically address over the course of the degree. Each course in the program will emphasize a subset of the competencies and the student will then develop a Competency Application Project in each course, addressing those same competencies within the context of his or her actual human services workplace. Integrative in purpose, the project applies knowledge from the course in order to explore the leadership competencies through observation of an actual case setting – the student's workplace. These project-by-project applications form the basis for an ongoing assessment of the student's development throughout the degree program.

MISSION AND GOALS

This Masters of Science degree in Human Services Leadership program is designed to produce visionary leaders who will make a profound impact on their organizations and the communities that these organizations serve. The program aims to service the human services professional in an executive level position or the manager who aspires to an executive leadership position in his or her field. In addition to providing a sound epistemological foundation in the history, theory and values of the human services profession, this degree will focus on providing a broader knowledge and skill set aimed at developing the multi-level leadership competencies necessary to set an inspirational vision, develop policy and direct the operations of human services organizations of various sizes in the public and private sector. These competencies will include use of information technology, development of new funding sources, advocacy, coalition building, program evaluation and multiculturalism.

Graduates of the MS in Human Services Leadership Program will be able to:

1. Apply mission-driven, evidence based leadership practices to the development and direction of human services programs from a systems perspective.
2. Serve as active contributors to transdisciplinary approaches for addressing human services issues at the departmental, organizational or community level
3. Demonstrate a proactive approach to developing visionary and innovative human services programs that are collaborative, culturally responsive and otherwise consistent with the history, mission and purpose of the human services profession

4. Model personal leadership practices that are values based, self-reflective, facilitate the efficacy of others and demonstrate personal integrity, a concern for the welfare of others and an appreciation for the role of change in the continuing development of person, group, organization and society
5. Communicate effectively as a staff member, manager, leader, advocate and human services professional.

ADMISSION REQUIREMENTS

All applicants for admission to the Human Services Leadership Program will possess a baccalaureate degree from an accredited institution of higher education with an undergraduate grade point average of 3.0. In addition, applicants typically will be required to be employed in a fulltime position and will have substantial work experience involving supervision, program development, specialized training, considerable responsibility and/or independent judgment. Applicants will also be required to complete the necessary undergraduate prerequisites in advance of the specific graduate courses for which they are required.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. An application accompanied by a non-refundable fee of \$25.
2. A current resume, which includes chronological dates of employment and descriptions of responsibilities.
- 3 *Two completed Letter of Reference forms: one from an academic source and one from a professional source (preferred) or two from professional sources.
- 4 *Completed Verification of Employment form with verification letter outlining designated duties from current (or previous) employer.

Additional Items Needed for the Admission Decision

1. Please arrange to have official transcripts of all your undergraduate and graduate work sent directly to the Office of Admissions at your first opportunity.

Admission Process

1. Applicants must arrange for an interview with the Enrollment Management Office by calling the Brooklyn Campus at 718.940-5822/5810 or the Long Island Campus at 631.687-4521/4522.
2. At the time of the interview, the applicant will be required to complete a written statement of approximately 250 words. The essay should address and provide an example or examples of how clinical/leadership theory acquired at the undergraduate level has been subsequently applied by the applicant to improve his or her professional effectiveness.
3. New York State requires all students born on or after January 1, 1957 to

be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Admissions prior to enrollment. In addition, students must complete a Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits (three credits for a certificate) from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

The course(s) is substantially equivalent to a course in the St. Joseph's College Human Services Leadership Program. The Chair/Associate Chair will make this determination. An official course description must be provided before a final decision is rendered. A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" or Pass are not accepted.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Human Services Leadership program-scheduling configuration, and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CHANGE OF PROGRAM

Students who wish to change their concentration or degree or to add a degree or concentration must submit this intent in writing to the Chair/Associate Chair. Please note students must have a minimum overall GPA of 3.0 in order to add a second degree. Students must then meet with an advisor to plan a new program. Change of concentration or degree should be effected before the period of programming for the following term.

Matriculating students applying to a certificate program must complete an Addition of Concentration form.

If a student graduates with a certificate in addition to the degree, the student receives a diploma and a certificate.

PROCEDURES FOR INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework will be strictly enforced. An extension of time to complete coursework will be granted only when unusual, extenuating circumstances exist, and only after consultation with the instructor. It is the responsibility of each student to keep his or her instructor informed of reasons for late submission of coursework. After the instructor approves the student's written request for an extension of time, the instructor will sign and submit the required form to the Registrar's Office. If any coursework is missing at the end of a semester and there is no Incomplete Form on file, the Registrar's Office will mail an Incomplete Form to the student. The student must complete the form and mail it back to the Registrar's Office immediately for approval. The College will obtain signatures from the faculty member and Dean. Proof of the extenuating circumstances may be required before approval is granted.

It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework to the Chair/Associate Chair, before the dates listed below.

Note: these dates will pertain regardless of whether or not Incomplete Forms have been submitted, mailed, or returned.

Fall Semester	January 25
Spring Semester	June 25
Summer Session	September 25

The instructor reserves the right to reduce the grade on incomplete coursework in addition to any other reduction in grade already imposed for late submission of coursework. Failure to comply with the above procedures and timelines will result in a student receiving a zero for the missing coursework.

Registration for the following semester will typically be restricted as follows:

Registration will be restricted to six credits (or fewer credits depending upon other grades) for students with one incomplete grade in the prior semester. Students with more than one incomplete grade in a prior semester will not be permitted to register for the following semester. Students with incomplete grades in more than one semester will not be permitted to register in subsequent semesters without approval of the Chair/Associate Chair and Dean. Students with a pattern of incomplete coursework (and absences from finals) may be required to withdraw from the program.

REPEATED COURSES

A student, who receives an unsatisfactory grade in a course specifically required for the degree, may request the Chair's/Associate Chair's approval to repeat the course. In addition, the Graduate Committee on Academic Development may mandate that one or more courses be repeated if a cumulative grade point average of 3.0 is not achieved. In such cases, the Chair/Associate Chair may permit or direct the student to repeat a course(s) in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index. The student is liable for the tuition and fees incurred for repeated courses.

REINSTATEMENT

Students asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, possible interview, and approval of the Chair/Associate Chair and the Dean.

Students who have been reinstated are responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

CURRICULUM

MS in Human Services Leadership

HSL 501	Leading in Mission Driven Environments	3
HSL 512	Leadership Ethics and the Law in Human Services	3
HSL 521	Theory and Design of Culturally Responsive Organizations	3
HSL 531	Strategic Leadership in an Information Age	3
HSL 549	Leadership Dimensions of Human Behavior	3
HSL 575	Leading Policy Initiatives in a Political Environment	3
HSL 643	Financing the Mission of Human Services Work	3
HSL 681	Leadership Implications of Outcomes Evaluation	3
HSL 686	Executive Leadership and Models of Innovation	3
HSL 690	Integrative Analysis in Human Services Leadership	3
Total Credits		<u>30</u>

COURSE DESCRIPTIONS

HSL 501 LEADING IN MISSION DRIVEN ENVIRONMENTS 3 credits

This course introduces students to the fundamentals of leading human services organizations at various levels of functional performance. It will provide an orienting framework for exploring the competencies to be mastered by Human Services professionals at all levels of leadership. In this course students will begin the process of developing those competencies through self-reflective activities. Students will explore the values of the human services professions, theories of management and leadership and the three domains of holistic leadership. Assessments, case studies, exercises and self reflective journals will be utilized to ground theory with practical application.

HSL 512 LEADERSHIP ETHICS AND THE LAW IN HUMAN SERVICES 3 credits

This course will explore the many principles and theories of law and ethics that non-profit leaders need to know to be effective in their positions and competently execute their fiduciary responsibilities. The course is designed to provide students with a comprehensive understanding of critical legal and ethical issues confronting executives in human services organizations. Topics to be covered include Sarbanes-Oxley, the legal ramifications of board governance and corporate officer responsibilities. The course will also cover general legal principles related to managing organizations of varying sizes including employment law, anti-discrimination and whistleblower statutes.

HSL 521 THEORY AND DESIGN OF CULTURALLY RESPONSIVE ORGANIZATIONS 3 credits

This course will provide an introduction to the theory and design of human services organizations with particular emphasis on the requisites for functioning successfully in a multicultural environment. This course will prepare graduate students to understand the relationship between theory and function in the design and management of human services organizations while being responsive to and reflective of the cultural diversity of their clients, employees and other service partners. The students will be provided with a foundation in the concepts to be explored throughout the MS in Human Services Leadership program including ethical leadership, multiculturalism, and policy implementation.

**HSL 531 STRATEGIC LEADERSHIP IN AN
INFORMATION AGE**

3 credits

This course will introduce students to theories of communication and the practical uses of information technology in the human services profession. Students will learn how various approaches to information management contribute to effective management and leadership innovation. Topics to be covered will include the development and implementation of information management strategies, the relationship of information management to change leadership, theories of communication and the relationship of information technology to organizational culture and decision-making.

HSL 549 LEADERSHIP DIMENSIONS OF HUMAN BEHAVIOR 3 credits

This course will explore dimensions of human behavior as influenced by the different environments in which individuals find themselves. Students will learn about theories of human behavior from psychological, cultural, spiritual, and organizational perspectives. Human functioning will be evaluated individually and as it adapts to collective contexts. Topics to be covered will include psychological theories of human behavior, the formation and effect of mental models, systems theory and group dynamics. The course will also cover aspects of human functioning and motivation that impact the employer/employee relationship.

**HSL 575 LEADING POLICY INITIATIVES IN A POLITICAL
ENVIRONMENT**

3 credits

This course will introduce the student to the role of policy development and political action in the leadership and direction of human services organizations. Students will explore strategies of community organization and mobilization, define constituencies and stakeholders and explore the implications of cultural and gender diversity on policy development and community engagement. The objective of this course is for students to understand the relationship between policy development and political advocacy in furtherance of the mandate and mission of human services organizations.

**HSL 643 FINANCING THE MISSION OF HUMAN SERVICES
WORK**

3 credits

This course provides the students with a study of how executives and line managers in human services organizations cultivate funding sources, set budgets and use financial information. Students will learn how capital is raised from private and public sources. The course will include a review of fund-raising techniques, bond issues and grant writing. Students will also become familiarized with financial statements, general financial and managerial accounting principles and budgeting concepts. The objective of the course is to help students increase their understanding of how the various facets of economics and finance can be used to make better business decisions in a mission driven environment.

**HSL 681 LEADERSHIP IMPLICATIONS OF OUTCOMES
EVALUATION**

3 credits

This course will introduce the student to the theory and practical aspects of evaluating the efficiency and effectiveness of human services programs. This will include a review of statistical methods and reasoning as applied to the evaluative process. Concepts to be covered include: planning an evaluation, selecting criteria and setting standards, basic measurement principles and tools, ethical considerations in conducting a program evaluation, and the presentation of the results of an evaluation.

Prerequisite: MAT 151 or BUS 222

**HSL 686 EXECUTIVE LEADERSHIP AND MODELS OF
INNOVATION**

3 credits

This course will explore programs and organizations from a cross-section of human services disciplines that exemplify innovative approaches to service delivery. In addition, students will explore the characteristics of visionary leadership that make management innovations possible. Students will engage in an in-depth analysis of the design, development, implementation and continuing progress of these model programs as well as the leadership profiles of their sponsoring executives. Each student will also integrate the knowledge they have gained throughout the program about their individual profile via participation in a 360 degree feedback assessment and external validation coaching session. The objective is for the student to acquire an understanding of how to develop and lead organizations capable of making a positive impact on society.

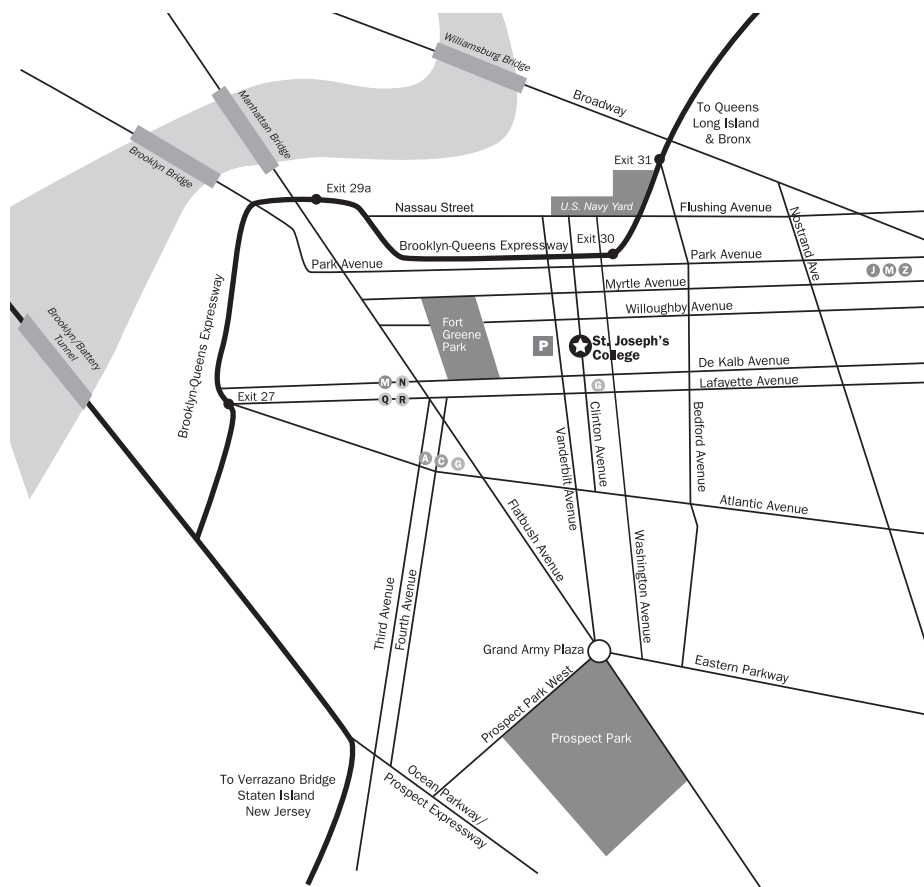
HSL 690 INTEGRATIVE ANALYSES IN HUMAN SERVICES
 LEADERSHIP

3 credits

This course provides comprehensive coverage of the research process in the human services field. It will enable students to understand the nature of the scientific method as applied to managerial concerns. Students will receive didactic instruction in research methods while concurrently creating and executing independent content-specific research projects.

Prerequisite: HSL 681

AREA MAP OF BROOKLYN VICINITY



St. Joseph's College is located in the Clinton Hill section of Brooklyn. The College may be reached via:

BUS

DeKalb Avenue Bus (B38) to Vanderbilt Ave.
 Crosstown Bus (B61) to Vanderbilt Ave.
 Myrtle Ave. Bus (B54) to Clinton Ave.
 Flushing Ave. Bus (B57, B62) to Vanderbilt Ave.
 Vanderbilt Ave. Bus (B69) to DeKalb Ave.
 Nostrand Ave. Bus (B44) to DeKalb Ave.
 Transfer to B38.
 Flatbush Ave. Bus (B41) to Vanderbilt Ave.
 Transfer to B69

SUBWAY

G to Clinton-Washington Station
 A to Hoyt-Schermerhorn. Transfer to G,
 M, B, Q, R to DeKalb Station
 Take B38 bus to Vanderbilt Ave.
 E, F to Queens Plaza Transfer to G
 2, 3, 4, 5 to Nevins St.
 Take B38 bus to Vanderbilt Ave.

CAR

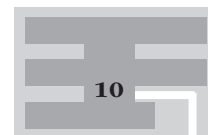
Brooklyn Queens Expressway: Exit 31, Wythe-Kent,
 from Queens; or Exit 27, Atlantic Ave., from Brooklyn.

**For more detailed travel information, call the Admissions office,
 (718) 940-5800.**

THE BROOKLYN CAMPUS MAP

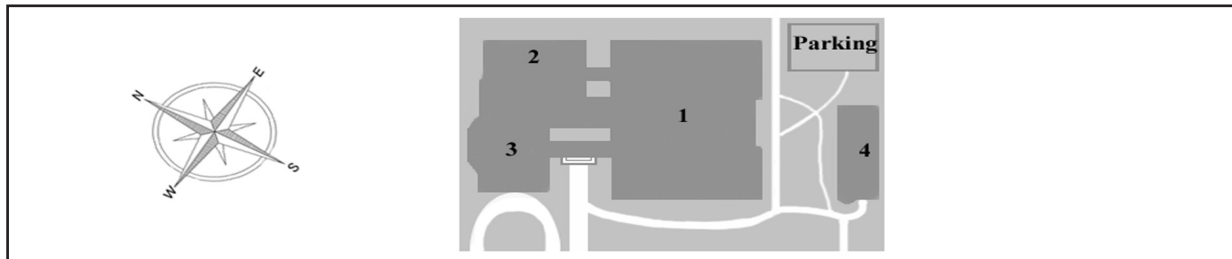
- | | | |
|---|--|---|
| <p>1. <i>Tuohy Hall (S. VincentTherese)</i>
 Administrative Offices
 Alumni Room
 Art Studio
 Auditorium
 Business Office
 Chemistry Laboratories
 Classrooms
 Gymnasium/Fitness Center
 Physics Laboratories
 Student Government Offices
 Student Life Suite</p> | <p>5. <i>St. Joseph's Hall ("256")</i>
 Alumni Office
 Bloodgood Garden
 Institutional Advancement
 Department Offices
 History
 Modern Languages
 Psychology/Psychology
 Laboratory
 Recreation
 Religious Studies
 Social Sciences</p> | <p>College Book Store
 Computer Laboratories
 Department Offices
 Accounting
 Business Administration
 Economics
 Library
 Student Lounge
 Videoconference Rooms</p> |
| <p>2. Biology Laboratories
 Student Lounges</p> | <p>6. <i>Thomas E. Molloy Memorial</i>
 Outdoor Stage</p> | <p>10. <i>St. Angela Hall</i>
 ACES Program
 Art Studio
 Auditorium
 Campus Ministry
 Classrooms
 Council for the Arts
 Education Department
 Mathematics Department
 Philosophy Department
 Meeting Room
 Student Lounge
 Student Publications Office
 Videoconference Rooms</p> |
| <p>3. <i>Burns Hall ("245")</i>
 Admissions
 Board Room
 Chapel
 Communication Studies
 Formal Dining Room
 Parlors</p> | <p>7. <i>Dillon Child Study Center</i>
 Child Study Dept Offices
 Library, Observation Rooms
 Preschool Rooms
 Testing & Speech Offices</p> | |
| <p>4. <i>Lorenzo Hall</i>
 School of Professional
 & Graduate Studies
 Administrative Offices
 English Department Office
 Meeting Rooms</p> | <p>8. <i>Founders Hall (FacResidence)</i></p> <p>9. <i>McEntegart Hall-Library</i>
 Academic Center
 Cafeteria
 Chapel
 Classrooms</p> | |

WASHINGTON AVENUE

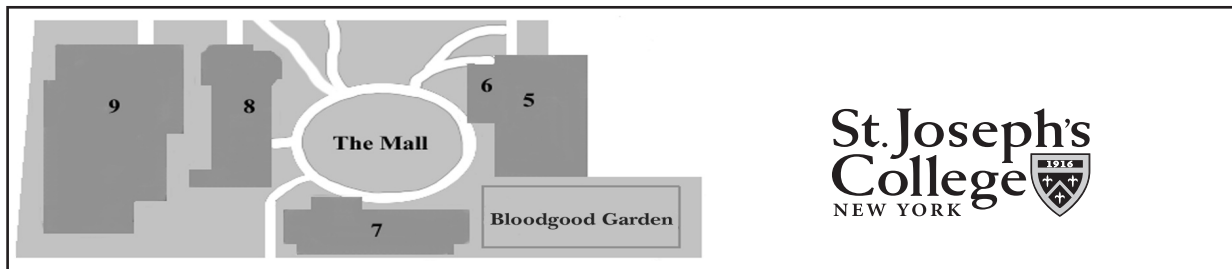


Parking

WAVERLY AVENUE



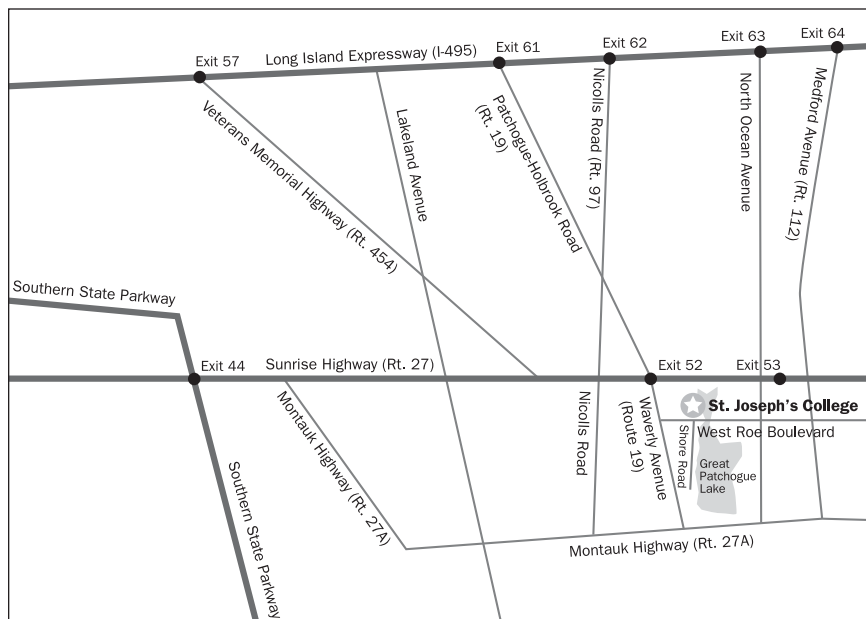
CLINTON AVENUE



VANDERBILT AVENUE

Parking

Area Map of Patchogue Vicinity



TRAVEL DIRECTIONS

LOCATION

The Long Island Campus of St. Joseph's College is located in Patchogue at 155 West Roe Boulevard. It is bounded on the north by Sunrise Highway and is easily accessible from south shore locations via Southern State Parkway, Sunrise Highway, (Exit 52), and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road or Route 112.

TRAVEL DIRECTIONS

By Train Long Island Railroad to Patchogue Station.

By Car Travel east on the Long Island Expressway to Exit 61
Heading East onto Patchogue-Holbrook Road. Continue south to Sunrise Hwy. (RT. 27) service road (eastbound). Turn left on RT. 27, service road eastbound, 1000 feet to the College entrance on the right
 – or –

Travel east on Southern Parkway to Exit 44, Sunrise Hwy. East (RT. 27). Continue on Sunrise Hwy. to Exit 52. College is on Sunrise Hwy. service road (eastbound), 1000 feet beyond Waverly Ave.

Heading South Travel south on Veterans Hwy. to Sunrise Hwy., eastbound. Travel east on Sunrise Hwy. (RT. 27) to Exit 52. College is on Sunrise Hwy. service road (eastbound), 1000 feet beyond Waverly Ave.

Heading West Travel west on Sunrise Hwy. (RT. 27) to Exit 52. Turn left at Waverly Ave. (first light). Turn left onto the Sunrise Highway service road (next light). Travel approximately 1000 feet to the College entrance on the right.

By Plane To nearby MacArthur Airport.



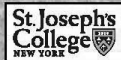
SUNRISE HIGHWAY (RT. 27)

EXIT 52

SUNRISE HIGHWAY SERVICE RD. (eastbound)



WAVERLY AVENUE



P Student Parking

SJC MAIN ENTRANCE

P

Clare
Rose
Playhouse

SAVANNAH BLVD.

John A. Danzi
Athletic Center

Greg Alfano
Athletic Field

P

Student Parking

CHAMPLAIN AVE.

P

Faculty &
Staff
Parking

Faculty &
Student
Parking

P

AUDUBON AVE.

Business
Tech.
Center

Callahan
Library

P

Faculty
& Staff
Parking

Patchogue
Lake

STORES

P

Institutional
Advancement

P

Faculty & Staff Parking

O'Connor Hall

WEST ROE BOULEVARD

7-ELEVEN

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Paul Peter Romanello, M.D., '13
Lisa Rose, B.S., '11
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S. Maria F. Stapleton, M.A.

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Doris Stratmann, M.A., Assistant to the President for Special Projects

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Mark Hessler, Ph.D., Coordinator of Innovative Instruction

Rupert Campbell, M.B.A., Coordinator of Diversity Initiatives

Camille Karlson, M.S., Coordinator of Online Instruction

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Brooklyn Campus

Michael Larson, M.A., M.F.A., Director of ACES Program

Janine Latham, B.A., PGCE, Assistant to the Dean and Director of the
Academic Center

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S. Suzanne Franck, Ph.D., Associate Academic Dean

Debra Zaeck, M.S.W., C.S.W., Assistant Dean for Academic Affairs

S. Karen Donohue, M.S., P.D., Assistant Dean for Academic Affairs

Thomas G. Travis, Ph.D.: Vice President for Planning and Dean of the School of
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Shannon O'Neill, M.S., Assistant Dean, Long Island Campus

Carolann Miller, M.B.A., Assistant Dean, Long Island Campus

Kaliah Greene, M.B.A., Assistant Dean, Long Island Campus

Libraries

William Meng, Ph.D., M.S.L.I.S., Director of Library, Brooklyn Campus

To be announced, Director of Library, Long Island Campus

Registration and Records

Robert Pergolis, M.A., College Registrar

Johanna Frost-Johnsen, M.A., Director of Records and Registration,
Brooklyn Campus

Karen Spegele, Director of Scheduling and Registration, Long Island Campus

Dillon Child Study Center

Susan Straut Collard, Ph.D., Director

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Gigi Lamens, M.S., Associate Vice President for Enrollment Management and
Director of Admissions, Long Island Campus

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Campus

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Stephen Albano, B.A., Assistant Vice President for Enrollment Management and
Associate Director of Admissions, Brooklyn Campus

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Studies, Long Island Campus

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Theresa Krammer, B.A., Associate Director, Long Island Campus

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Long Island Campus

Celeste Guarneri, B.F.A., Associate Director of Student Activities and
Co-Curricular Programs, Long Island Campus

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Long Island Campus

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Don Lizak, B.S., Director of Athletics, Long Island Campus

Priscilla Castellano, B.S., Director, Danzi Center, Long Island Campus

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Jen-Mai Wong Ph.D., Psychologist, Brooklyn Campus

Jacqueline Merriweather, M.S.Ed., Associate Director, Long Island Campus

Mary Schultz, Ph.D., Psychologist, Director of Wellness Center,
Long Island Campus

Cheryl Kurash, Ph.D., Psychologist, Long Island Campus

Campus Ministry

Brooklyn Campus

S. Susan Wilcox, M.S., Director of Campus Ministry, Brooklyn Campus

Rev. Dennis J. Farrell, M.Div.

Clergy of various faiths offer their services to students.

Long Island Campus

Patrick Tracy, M.A., M.Div., Director of Campus Ministry, Long Island Campus

Rev. Francis Pizzarelli, S.M.M., M.A., M.S.W.

Clergy of various faiths offer their services to students.

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Michelle Papajohn, M.B.A., Executive Director of Enterprise Systems

Maureen Williams, B.S., Executive Director of Technology Education

Tadeusz Dec, M.A., Executive Director of Network Operations

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Georgeann Kelly, B.S., Assistant to the Chief Financial Officer

Matt Brellis, M.S., C.P.A., Controller

D'adra Crump, M.B.A., Executive Director of Human Resources

Maureen Francis, M.B.A., Director of Payroll

Nancy Lowery, MBA, Director of Institutional Budgets

Joy Privitera, M.B.A., Bursar

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Matthew Colson, M.S., Director of Alumni Relations, Long Island Campus

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Clare Kehoe, B.A., Assistant Vice President for Grants and Planned Giving

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Michael Banach, M.A., Director of Public Affairs, Brooklyn Campus

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Professor Emeritus of Economics

S. Anne Behre, Ed.D

Professor Emeritus of Child Study

Josephine Belloso, M.A.

Professor Emeritus of Art

Allan Bock, M.B.A.

Professor Emeritus of Business

S. Mary Florence Burns, Ph.D., L.H.D.

Professor Emeritus of English

S. Miriam Honora Corr, Ed.D.

Professor Emeritus of Child Study

S. Catherine Cunningham, M.L.S.
 Professor Emeritus, Library

Margaret Jennings, Ph.D.
 Professor Emeritus of English

S. Karen Kenney, M.Ed., M.A.
 Professor Emeritus of Child Study

Dorothy A. King, Ph.D.
 Professor Emeritus of English

S. Rosemary Lesser, M.A.
 Professor Emeritus of Child Study

S. Mary Maier, Ph.D.
 Professor Emeritus of Chemistry

S. John Raymond McGann, Ph.D., L.H.D.
 Professor Emeritus of Education

S. Agnes Meagher, M.A., M.S.
 Director Emeritus, Callahan Library

S. Rosamond O'Keefe, M.S.
 Professor Emeritus of Psychology

Robert Radus, Diplomé, Ph.D.
 Professor Emeritus of French

S. Teresa Ryan, M.A., M.L.S.
 Director Emeritus, McEntegart Library

Louis J. Teutonico, Ph.D.
 Professor Emeritus of Mathematics

Morton Thompson, Ph.D.
 Professor Emeritus of Recreation

Barbara Thorpe, M.S.
 Professor Emeritus of Mathematics

Margaret Ward, M.A.
 Professor Emeritus of Physical Education

S. Alice Francis Young, M.A.
 Professor Emeritus of Child Study

FULL-TIME FACULTY

Isabel Alfonso, Assistant Professor of Spanish
 B.A., Universidad de La Habana; Ph.D., University of Miami

Alexander Altman, Associate Professor of Chemistry
 B.S., M.A., St. John's University; M.Phil., Ph.D., Graduate Center of
 the City University of New York

S. Jean Amore, Professor of Child Study
 B.S., Brentwood College; M.A., Ed.D., Columbia University

Elizabeth Anslow, Associate Professor of Psychology
 B.A., Hunter College; M.A., Ph.D., Yeshiva University

Francis Antonawich, Professor of Biology
 B.S., University of Rochester; M.S., Ph.D., New York University

Seth Armus, Professor of History
 B.A., University of Minnesota; M.A., Ph.D., S.U.N.Y., Stony Brook

Karen Auh, Assistant Professor of Mathematics
 B.S., Dan Kook University; M.S., Korea University; M.S., New York
 University

James J. Barkocy, Assistant Professor of Business
B.A., St. Francis College; M.B.A., Advanced Professional Certificate,
New York University

Heather Barry, Associate Professor of History
B.A., M.A., Pepperdine University; Ph.D., SUNY, Stony Brook

Ellen Bartley, Assistant Professor of Accounting
B.B.A., M.S., Adelphi University; Ph.D. Cand., New York University

Kenneth Bauzon, Professor of Political Science
B.A., Silliman University, Philippines; M.A. (History),
M.A. (Political Science), Ph.D., Duke University

E. Jane Beckwith, Associate Professor of Art
B.A., Seton Hill College; M.F.A., Pratt Institute

William F. Bengston, Professor of Sociology
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Director, M.A. in Literacy and Cognition, Brooklyn Campus
B.A., M.S., Brooklyn College, C.U.N.Y.; M.S., Adelphi University;
Ph.D., Fordham University

Leon Bernardyn, Assistant Professor of Music
B.M., M.M., Peabody Conservatory; GPD, Johns Hopkins University

Raymond Betances, Assistant Professor of Business
B.A., M.B.A., Dowling College

K. Candis Best, Assistant Professor of Community Health and Human Services;
Co-Director, M.S. in Human Services Management and Leadership
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M.S., Adelphi University; Ph.D., S.U.N.Y., Stony Brook

S. Miriam Blake, Assistant Professor of Child Study
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James Blakeley, Assistant Professor of History
B.A., Lewis and Clark College; M.A., Portland State University;
Ph.D., University of Arizona, Tucson

Laurel Janssen Breen, Associate Professor of Nursing
R.N., B.S.N., College Misericordia; M.A., Ph.D., New York University

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Lorraine Brown, Assistant Professor of Nursing
R.N., B.S.N., Hunter College; M.S.N., Boston University

S. Margaret Buckley, Professor of Education
B.A., St. Joseph's College; M.A., Ed.D., Columbia University; L.H.D.

Michael Burke, Assistant Professor of Philosophy
B. A., Fordham University; M.A., Boston College; Ph.D., Loyola University

Michele Caccavano, Assistant Professor of Nursing
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Stony Brook

S. Elizabeth Calfapietra, Professor of Child Study
B.S., Brentwood College; M.S., Fordham University;
M.S., Brooklyn College, C.U.N.Y.; Ed.D., Columbia University

Rupert Campbell, Assistant Professor of Business
B.A., Huston-Tillotson College; M.B.A., Long Island University

John J. Capela, Assistant Professor of Business
 B.S., Long Island University, Brooklyn Campus;
 M.B.A., Long Island University, C.W. Post Campus

Barbara Carlstrom, Assistant Professor of Nursing
 R.N.; B.S.N., M.S.N., S.U.N.Y., Stony Brook

Jeremy Cash, Instructor of Recreation
 B.F.A., Philadelphia College of Art; M.S.Ed., Lehman College, C.U.N.Y.

S. Mary Ann Cashin, Assistant Professor of Child Study
 B.S., Brentwood College; M.S., S.U.N.Y., Albany

Mary Chance, Assistant Professor of Business; Director, Graduate Management Studies
 B.S., St. Francis College; C.P.A.; M.S.T., Long Island University

Gerald Cohen, Assistant Professor Mathematics and Computer Science
 B.S., M.S., Ph.D., Carnegie-Mellon University

Susan Straut Collard, Professor of Child Study and Director of Dillon Child Study Center
 B.A., Drew University; M.A., Ph.D., Columbia University

Christina Colon-Downs, Assistant Professor of Psychology
 A.A.S., Fashion Institute of Technology; B.S., M.A., Ph.D., S.U.N.Y., Stony Brook

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 B.A., St. Joseph's College; M.S., Adelphi University; M.A., Ed.D, Columbia University

Raymond D'Angelo, Professor of Sociology
 B.A., Duquesne University; M.A., New School for Social Research; Ph.D., Bryn Mawr

Edgar Daniels, Assistant Professor of Child Study
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 M.A.L.S., S.U.N.Y., Stony Brook; NBCT

Phillip A. Dehne, Professor of History
 B.A., Lafayette College, Ph.D., Syracuse University

Tetyana Delaney, Associate Professor of Biology
 M.S., Kiev National University, Kiev, Ukraine; Ph.D. Institute of Molecular Biology and Genetics, Kiev, Ukraine

Maureen DelMonico, Assistant Professor of Child Study
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Maria Lamicella DiCarlo, Associate Professor of Education
 B.S., Manhattan College; M.S., Ed.D., St. John's University

Sharon Didier, Assistant Professor of Business
 B.S., California State University; M.B.A., Monterey Institute of International Studies;
 Ph.D., University of Santa Barbara; Ph.D., Capella University

Margaret Eckert-Norton, Assistant Professor of Nursing
 B.S.N., Cornell University; M.S., Columbia University; Ph.D., New York University

C. Edward Emmer, Assistant Professor of Philosophy
 B.A., University of Notre Dame; M.A., Duquesne University

Frank Faber, Assistant Professor of Business and Accounting
 B.B.A., Hofstra University; M.S., Long Island University

Joseph Fanuele, Assistant Professor of Child Study
 B.A., M.A., P.D., St. John's University; Ph.D., Hofstra University

George Fasano, Assistant Professor of Business
 B.B.A., M.B.A., Baruch College, C.U.N.Y.; C.P.A.

Marie Fitzgerald, Professor of History

B.S., University of Dayton; M.A.L.S., M.A., Ph.D., S.U.N.Y., Stony Brook

Maria Anne Fletcher, Associate Professor of Nursing
 R.N.; B.S., Hunter College; M.A., New York University;
 Ph.D., Adelphi University

Stanley F. Fox, Associate Professor of Business
 B.S., New York University; M.B.A., Baruch College, C.U.N.Y.; Ph.D.,
 Walden University

S. Suzanne Franck, Associate Professor of Religious Studies
 B.S., St. John's University; M.A., Queens College, C.U.N.Y.;
 M.A., Seminary of Immaculate Conception; Ph.D., Fordham University

Barry Friedman, Associate Professor of Child Study
 B.S., M.A., Brooklyn College, C.U.N.Y.; Ph.D., Hofstra University

Sharon Friedman-Urelich, Assistant Professor of Nursing
 R.N., Middletown Psychiatric Center; B.S.N., M.S.N., F.N.P., Long Island University,
 C.W. Post Campus; D.N.P., SUNY at Stony Brook

S. Jane Fritz, Assistant Professor of Mathematics/Computer Science
 B.S., Brentwood College; M.S.E.E., M.S.C.Sc., S.U.N.Y., Stony Brook

Mary Fritz, Associate Professor of Child Study
 B.A., St. John's University; M.S., Fordham University; P.D., Ed.D., St. John's
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 B.A., Baylor University; M.A., Ph.D., Boston University

Steven Fuchs, Associate Professor of History
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Patricia S. Gabel, Assistant Professor of English
 B.A., Marymount Manhattan College; M.A., M.Phil., Fordham University

Carolyn Gallogly, Associate Professor of Community Health and Human Services;
 Co-Director, M.S. in Human Services Management and Leadership
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 S.U.N.Y., Stony Brook

Jill E. Gelormino, Associate Professor of Child Study
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S. Nancy Gilchrist, SSND, Associate Professor of Education
 B.S., St. Joseph's College; M.A., Teachers College, Columbia University;
 P.D., Ed. D., St. John's University

Paul Ginnetty, Professor of Psychology
 B.A., Boston College; M.Div., M.A., St. John's University; Ph.D., City
 University of New York

Nicole Gitau, Instructor, Library
 B.A., Vassar College; M.S.L.S., Pratt Institute

Dewey Golkin, Assistant Professor of Business
 B.S., University of Pennsylvania, Wharton School of Business; M.S., University of
 Pennsylvania; J.D., Brooklyn Law School; LL.M., Temple University Law School,
 C.P.A.

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Alumni Association

St. Joseph's College is committed to the belief that its responsibility to its graduates never ends. There are Alumni Offices on both the Brooklyn and Long Island Campuses. The mission of the Alumni Office is to identify and engage the College's more than 27,000 alumni and to create meaningful opportunities for them to participate in the life of St. Joseph's. The Alumni Office works closely with the Alumni Association to help you connect with fellow alumni.

The Alumni Association promotes the interests of St. Joseph's College by continuing the close relationship between the College and its former students that was developed during their graduate and/or undergraduate days. Its membership includes all those upon whom the College has conferred a graduate degree, as well as other former students who remain associated with the College.

In conjunction with the Alumni Office, the Alumni Association sponsors programs and special events, including lectures, mentoring, career services and reunions. The Alumni Association also provides grants to relatives of alumni. Alumni regularly receive *the St. Joseph's College Magazine* and *the SJC Insider*, an e-newsletter.

INSTRUCTIONAL PROGRAMS

MAIN CAMPUS IN BROOKLYN

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department for St. Joseph's College.

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Biology	0401	BA	Academic Major Biology 7-12 5-6 Ext	Initial Initial
Biology	0401	BS	Academic Major Biology 7-12 5-6 Ext	Initial Initial
Public Accountancy	0502	BS	CPA-150	Lic Qual
†Accounting	0502	BS		
*M/A Accounting	0502	MBA	CPA 150	Lic Qual
†Business Administration, Accounting	0502	BS		
*Accounting	0502	MBA	CPA 150	Lic Qual
*Organizational Management	0506	BS		
M/A Management	0506	MS		
#Organizational Management	0506	BS		
M/A Management	0506	MS		
*Organizational Management	0506	BS		
M/A Executive Master of Business Administration	0506	MBA		
#Organizational Management	0506	BS		
M/A Executive Master of Business Administration	0506	MBA		
Business Administration	0506	BS		
*Organizational Management	0506	BS		
#Organizational Management	0506	BS		
*Management	0506	MS		
*Executive Master of Business Administration	0506	MBA		
#Executive Master of Business Administration	0506	MBA		
*Human Resources Management	0515	ADV CRT		
#Human Resources Management	0515	ADV CRT		
†Marketing	0599	BS		
†Computer Information Systems	0702	B.S.		

* Administered through the School of Professional and Graduate Studies

†Available in both the School of Arts and Sciences and the School of Professional and Graduate Studies

#Available in Distance Education Format through the School of Professional and Graduate Studies

INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Child Study	0808	B.A.	E.Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2 Sp Ed 1-6	Initial Initial Initial Initial
Literacy/Cognition (Birth–Grade 6)	0830	MA		Initial Prof'l
French	1102	BA	Academic Major	
Spanish	1105	BA	Academic Major Spanish 7-12 5-6 Ext	Initial Initial
*Health Administration				
M/A Health Care Management	1202	MBA		
*Health Administration	1202	BS		
*Health Care Management	1202	MBA		
*Health Care Management	1202	ADV CRT		
*Management of Health Information Systems	1202	ADV CRT		
*Nursing	1203.10	BS		
*Adult Health	1203.10	MS		
*Nursing Education	1203.10	MS		
Medical Technology	1223	BS	Clin Lab Technol	Lic Qual
*Community Health and Human Services	1299	BS		
Child Study	1305	BA		
English	1501	BA	Academic Major English 7-12 5-6 Ext	Initial Initial
Speech	1506	BA		
Philosophy & Religious Studies	1599.10	BA		
Mathematics	1701	BA	Academic Major Mathematics 7-12 5-6 Ext	Initial Initial
Mathematics	1701	BS	Academic Major Mathematics 7-12 5-6 Ext	Initial Initial
Chemistry	1905	BA	Academic Major Chemistry 7-12 5-6 Ext	Initial Initial
Chemistry	1905	BS	Academic Major Chemistry 7-12 5-6 Ext	Initial Initial
Psychology	2001	BA		
Recreation	2103	BS		

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Criminal Justice	2105	BA		
*Criminal Justice	2105	BS		
*Human Services Leadership	2199	MS		
Social Sciences	2201	BA		
Human Relations	2201	BA		
History	2205	BA	Academic Major Social Stud 7-12 5-6 Ext	Initial Initial
*General Studies	4901	BS		
*Health Care Management	1202	ADV CRT		
†Marketing, Advertising & Public Relations	5004	CERT		
†Management	5004	CERT		
†Leadership & Supervision	5004	CERT		
#Leadership & Supervision	5004	CERT		
*Human Resources	5004	CERT		
#Human Resources	5004	CERT		
*Training & Staff Development	5099	CERT		
†Information Technology Applications	5104	CERT		
*Health Instruction	5201	CERT		
*Medical Office Management	5214	CERT		
*Health Care Management	5299	CERT		
*Hospice	5299	CERT		
*Care Management	5299	CERT		
*Home Care Administration	5299	CERT		
†Criminology/ Criminal Justice	5505	CERT		
*Counseling	5506	CERT		
Applied Sociology	5506	CERT		
*Alcoholism & Addictions Counseling	5506	CERT		
†Gerontology	5506.20	CERT		
Religious Studies	5603	CERT		

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INSTRUCTIONAL PROGRAMS

LONG ISLAND CAMPUS IN PATCHOGUE

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department for St. Joseph's College.

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Biology	0401	BA	Academic Major Biology 7-12 5-6 Ext	Initial Initial
Biology	0401	BS	Academic Major Biology 7-12 5-6 Ext	Initial Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Biology (Biology 7-12 emphasis)	0401.01	BA	Biology 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Biology (Biology 7-12 emphasis)	0401.01	BA	Biology 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Biology (Biology 7-12 emphasis)	0401.01	BA	Biology 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Biology (Biology 7-12 emphasis)	0401.01	BS	Biology 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Biology (Biology 7-12 emphasis)	0401.01	BS	Biology 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Biology (Biology 7-12 emphasis)	0401.01	BS	Biology 7-12	Initial
Public Accountancy	0502	BS	CPA-150	Lic Qual
Accounting	0502	BS		
*M/A Accounting	0502	MBA	CPA 150	Lic Qual
†Business Administration, Accounting	0502	BS		
*Accounting	0502	MBA	CPA 150	Lic Qual
*Organizational Management	0506	BS		

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
#Organizational Management	0506	BS		
ØOrganizational Management	0506	BS		
*Organizational Management	0506	BS		
M/A Management	0506	MS		
#Organizational Management	0506	BS		
M/A Management	0506	MS		
ØOrganizational Management	0506	BS		
M/A Management	0506	MS		
*Organizational Management	0506	BS		
M/A Executive Master of Business Admin.	0506	MBA		
#Organizational Management	0506	BS		
M/A Executive Master of Business Admin.	0506	MBA		
ØOrganizational Management	0506	BS		
ØM/A Executive Master of Business Admin.	0506	MBA		
Business Administration	0506	BS		
*Management	0506	MS		
*Executive Master of Business Admin	0506	MBA		
ØExecutive Master of Business Admin	0506	MBA		
*Human Resources Management	0515	ADV CRT		
ØHuman Resources Management	0515	ADV CRT		
†Marketing	0599	BS		
†Computer Information Systems	0702	BS		
#Computer Information Systems	0702	BS		
Child Study	0808	BA	E.Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2 Sp Ed 1-6	Initial Initial Initial Initial

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Liberal Arts & Sci: Education w/SuffolkCounty CC Ammerman M/A Child Study	0808	BA	E.Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2 Sp Ed 1-6	Initial Initial Initial Initial
Liberal Arts & Sci: Education w/SuffolkCounty CC Eastern M/A Child Study	0808	BA	E.Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2 Sp Ed 1-6	Initial Initial Initial Initial
Liberal Arts & Sci: Education w/SuffolkCounty CC Western M/A Child Study	0808	BA	E.Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2 Sp Ed 1-6	Initial Initial Initial Initial
Infant/Toddler Early Childhd Special Ed	0808	MA	E Childhd Birth-2 E Childhd Birth-2 Sp Ed Birth-2 Sp Ed Birth-2	Profssnl Init/Prf Profssnl Init/Prf
Childhood Special Education 1-6	0808	MA	Childhood 1-6 Sp Ed 1-6 Sev/Mult Dis Ann	Init/Prf Init/Prf Init/Prf
English Special Education 7-12	0808	MA	Sp Ed English 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
Mathematics Special Education 7-12	0808	MA	Sp Ed Math 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
Biology Special Education 7-12	0808	MA	Sp Ed Biology 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
History Special Education 7-12	0808	MA	Sp Ed Soc St 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
Literacy/Cognition (Birth-Grade 6)	0830	MA	Literacy Birth-6	Initial Prof'l
Literacy & Cognition (B-12)	0830	MA	Literacy Birth-6 Literacy 5-12	Init/Prf Init/Prf

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Literacy & Cognition (5-12)	0830	MA	Literacy 5-12	Init/Prf
Mathematics	0833	BA	Mathematics 7-12	Initial
M/A Mathematics Education	0833	MA	Mathematics 7-12	Prof'l
Mathematics	0833	BS	Mathematics 7-12	Initial
M/A Mathematics Education	0833	MA	Mathematics 7-12	Prof'l
Mathematics Education	0833	MA	Mathematics 7-12	Prof'l
Spanish	1105	BA	Academic Major Spanish 7-12	Initial
			5-6 Ext	Initial
*Health Administration	1202	BS		
#Health Administration	1202	BS		
*Health Administration	1202	BS		
M/A Health Care Management	1202	MBA		
*Health Care Management	1202	MBA		
*Health Care Management	1202	ADV CRT		
*Management of Health Information Systems	1202	ADV CRT		
*Nursing	1203.10	BS		
*Adult Health	1203.10	MS		
*Nursing Education	1203.10	MS		
Medical Technology	1223	BS	Clin Lab Technol	Lic Qual
*Community Health and Human Services	1299	BS		
ØCommunity Health and Human Services	1299	BS		
Child Study	1305	BA		
English	1501	BA	Academic Major English 7-12	Initial
			5-6 Ext	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman				
M/A English (English 7-12 emphasis)	1501.01	BA	English 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern				
M/A English (English 7-12 emphasis)	1501.01	BA	English 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western				
M/A English (English 7-12 emphasis)	1501.01	BA	English 7-12	Initial

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Speech	1506	BA		
Philosophy & Religious Studies	1599.10	BA		
Mathematics	1701	BA	Academic Major Mathematics 7-12 5-6 Ext	Initial Initial
Mathematics	1701	BS	Academic Major Mathematics 7-12 5-6 Ext	Initial Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BA	Mathematics 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BA	Mathematics 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BA	Mathematics 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BS	Mathematics 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BS	Mathematics 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BS	Mathematics 7-12	Initial
Mathematics/Computer Science	1799	BS		
Psychology	2001	BA		
Recreation	2103	BS		

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Criminal Justice	2105	BA		
*Criminal Justice	2105	BS		
Human Services				
Leadership	2199	MS		
Social Sciences	2201	BA		
Human Relations	2201	BA		
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman				
M/A History (Social Studies 7-12 emphasis)	2201.01	BA	Social Studies 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern				
M/A History (Social Studies 7-12 emphasis)	2201.01	BA	Social Studies 7-12	Initial
Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western				
M/A History (Social Studies 7-12 emphasis)	2201.01	BA	Social Studies 7-12	Initial
History	2205	BA	Academic Major Social Stud 7-12 5-6 Ext	Initial Initial
*General Studies	4901	BS		
†Marketing, Advertising & Public Relations	5004	CERT		
†Management	5004	CERT		
#Management	5004	CERT		
†Leadership & Supervision	5004	CERT		
#Leadership & Supervision	5004	CERT		
ØLeadership & Supervision	5004	CERT		
†Human Resources	5004	CERT		
#Human Resources	5004	CERT		
ØHuman Resources	5004	CERT		
*Training & Staff Development	5099	CERT		
#Training & Staff Development	5099	CERT		
†Information Technology Applications	5104	CERT		

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License	
			Title	Type
#Information Technology				
Applications	5104	CERT		
*Health Instruction	5201	CERT		
*Medical Office				
Management	5214	CERT		
*Health Care Management	5299	CERT		
#Health Care Management	5299	CERT		
*Home Care Administration	5299	CERT		
#Home Care Administration	5299	CERT		
*Hospice	5299	CERT		
*Care Management	5299	CERT		
†Criminology/				
Criminal Justice	5505	CERT		
*Counseling	5506	CERT		
#Counseling	5506	CERT		
Applied Sociology	5506	CERT		
*Alcoholism & Addictions				
Counseling	5506	CERT		
†Gerontology	5506.20	CERT		
#Gerontology	5506.20	CERT		
Religious Studies	5603	CERT		

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St. Joseph's College

NEW YORK

BROOKLYN CAMPUS

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